

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140140 P015B140140

Univ of Pittsburgh

UNIVERSITY OF PITTSBURGH

**Office of Research
123 University Place
Pittsburgh, PA 15213**

TITLE: Russian and East European Comprehensive
National Resource Center (84.015A)
and
Foreign Language and Area Studies Fellowship
Program (84.015B)


FUNDER: U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.015A/84.015B)
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260


AMOUNT REQUESTED: \$ 2,263,360 [Year I \$573,608]


PROJECT INITIATION: 15 August 2014


PROJECT TERMINATION: 14 August 2018

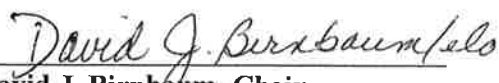
SUBMISSION DATE: 30 June 2014

PROJECT DIRECTOR: 
Andrew Konitzer, Acting Director
Center for Russian and East European Studies
4419 W. W. Posvar Hall
(412) 648-7407


Lawrence Feick, Director
University Center for International Studies
4408 W. W. Posvar Hall
(412) 648-7374


N. John Cooper, Dean
The Dietrich School of Arts and Sciences
917 Cathedral of Learning
(412) 624-6090


Christine Crawford, Associate Director
Office of Research
Office of Research
123 University Place
(412) 624-7400


David J. Birnbaum, Chair
Department of Slavic Languages and Literatures
1417 Cathedral of Learning
(412) 624-5906

Russia
ABB

OMB Number: 4040-0004

Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>	
* 3. Date Received: N/A		4. Applicant Identifier: N/A			
5a. Federal Entity Identifier: N/A			5b. Federal Award Identifier: N/A		
State Use Only:					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>			
8. APPLICANT INFORMATION:					
* a. Legal Name: University of Pittsburgh					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 25-0965591			* c. Organizational DUNS: 00-451-4360		
d. Address:					
* Street1: Office of Research					
Street2: 123 University Place					
* City: Pittsburgh					
County/Parish: Allegheny					
* State: PA: Pennsylvania					
Province:					
* Country: USA: UNITED STATES					
* Zip / Postal Code: 15260-6830					
e. Organizational Unit:					
Department Name: UCIS			Division Name: REES		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix: Dr.		* First Name: Andrew			
Middle Name:					
* Last Name: Konitzer					
Suffix:					
Title: Acting Director					
Organizational Affiliation: Center for Russian and East European Studies					
* Telephone Number: 412-648-7407			Fax Number: 412-648-7002		
* Email: konitzer@pitt.edu					

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Private, non-profit, state-rel

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

* 12. Funding Opportunity Number:

053014-001 / 053014-002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

13. Competition Identification Number:

N/A

Title:

N/A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant PA-014

* b. Program/Project PA-014

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2014

* b. End Date: 08/14/2018

18. Estimated Funding (\$):

* a. Federal	573,608.00
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	573,608.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 6/30/14
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name: **Christine Crawford, Associate Director**
Office of Research

Suffix:

* Title: Office of Research

* Telephone Number: 412-624-7400 Fax Number: 412-624-7409

* Email: offres@offres.pitt.edu

* Signature of Authorized Representative:



* Date Signed: 6/18/14

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6 All programs are exempt

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

University of Pittsburgh/Center for Russian and East European Studies

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	97,745	97,367	94,848	92,071		382,033
2. Fringe Benefits	34,215	34,170	33,408	32,560		134,355
3. Travel	14,000	11,000	14,000	9,500		48,500
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	74,300	72,300	72,050	68,800		297,450
9. Total Direct Costs (lines 1-8)	220,260	214,837	214,306	202,931		852,334
10. Indirect Costs*	17,348	16,903	16,849	15,926		67,026
11. Training Stipends	336,000	336,000	336,000	336,000		1,344,000
12. Total Costs (lines 9-11)	573,608	567,740	567,155	554,857		2,263,360

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ x Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): X The Indirect Cost Rate is 8%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ___ %

**U.S. DEPARTMENT OF EDUCATION
NATIONAL RESOURCE CENTER/FLAS**

1

University of Pittsburgh - Center for Russian and East European Studies

August 15, 2014 - August 14, 2018

ITEM & EXPLANATION		Year 1 (2014)	Year 2 (2015)	Year 3 (2016)	Year 4 (2017)	Priorities	Narrative Page Refs
SALARIES							
1. Language Instruction							
a. Visiting Lecturer, Ljiljana Duraskovic, for integrated Beginning through Advanced Bosnian/Croatian/Serbian program (cost-shared with A&S)		21,000	22,000	23,000	24,000		14, 32
b. Faculty fringe at 33.7%		7,077	7,414	7,751	8,088		
c. Advanced Turkish Instructor, Ilknur Lider, 50%		3,000	3,000	3,000	3,000		15, 33
d. Faculty fringe at 33.7%		1,011	1,011	1,011	1,011		
e. Less-Commonly-Taught Languages Center, East European and Eurasian language courses		6,000	6,000	3,000	3,000		15, 33
f. Faculty fringe at 33.7%		2,022	2,022	1,011	1,011		
Subtotal, Language Instruction:		40,110	41,447	38,773	40,110		
2. Area Instruction							
a. Summer study abroad program on trans-Atlantic energy issues, hosted by overseas partner institutions in REES region		3,000		3,000		IP	7, 11, 32, 37
b. Faculty fringe at 33.7%		1,011		1,011			
c. Study Abroad Consortium for East Europe and Eurasia (SACEEE) summer program, hosted by overseas partner institutions		3,000	3,000	1,500	1,500	IP	7, 32
d. Faculty fringe at 33.7%		1,011	1,011	506	506		
e. Intensive one-credit courses on current economic, political and social issues in REES world region (Russia Today and Muslims in Global Context/Balkans, Caucasus and Central Asia)		2,500	2,500	2,500			11, 31, 32
f. Faculty fringe at 33.7%		843	843	843			
g. Interdisciplinary capstone course for REES certificate students		3,700	3,700				4, 11, 31, 43
h. Faculty fringe at 33.7%		1,247	1,247				
Subtotal, Area Instruction:		16,311	12,300	9,359	2,006		
3. Skills and Resources							
a. Outreach coordinator, Gina Peirce, 40%		20,807	21,431	22,074	22,736		22, 44
b. Staff fringe at 36.4%		7,574	7,801	8,035	8,276		
c. Undergraduate teaching and research assistantships, 2 persons @ 2 terms each, @ \$1,000/term		4,000	4,000	4,000	4,000		4, 16, 31, 37
d. Student fringe at 7.6%		304	304	304	304		
e. Graduate student assistant for development of curriculum materials, outreach programs and Undergraduate Research Symposium (1/2 time)		6,820	7,100	7,400	7,700		23, 33
f. GSA fringe at 50%		3,410	3,550	3,700	3,850		
Subtotal, Skills and Resources:		42,915	44,186	45,513	46,866		

**U.S. DEPARTMENT OF EDUCATION
NATIONAL RESOURCE CENTER/FLAS
University of Pittsburgh - Center for Russian and East European Studies
August 15, 2014 - August 14, 2018**

ITEM & EXPLANATION	Year 1	Year 2	Year 3	Year 4	Priorities	Narrative Page Refs
	(2014)	(2015)	(2016)	(2017)		
SALARIES (continued)						
4. Center Administration						
a. Administrator, Eileen O'Malley, 40%	23,918	24,636	25,375	26,136		22
b. Staff fringe at 36.4%	8,706	8,968	9,237	9,514		
Subtotal, Center Administration:	32,624	33,604	34,612	35,650		
TRAVEL						
1. Domestic Travel						
a. REES staff travel to professional meetings, airfares and maintenance	3,000	2,000	2,000	1,500		23, 33
b. Content area expert to conduct program evaluation: travel to Pittsburgh, maintenance and honorarium			2,000			45
Subtotal, Domestic Travel:	3,000	2,000	4,000	1,500		
2. International Travel						
a. Slavic Bibliographer (Daniel Pennell), travel and maintenance in East Europe/Eurasia for library exchanges with overseas partner institutions		2,000		2,000	IP	20, 33
b. Instructor travel and maintenance for summer study abroad program on trans-Atlantic energy issues, hosted by overseas partner institutions in REES region	2,000		2,000		IP	7, 11, 32, 37
c. Instructor travel and maintenance for Study Abroad Consortium for East Europe and Eurasia (SACEEE) summer program, hosted by overseas partner institutions	2,000	2,000	1,000	1,000	IP	7, 32
d. Travel for research scholar from overseas partner institution in REES region to Pittsburgh	2,000		2,000		IP	1, 32
Subtotal, International Travel:	6,000	4,000	5,000	3,000		
OUTREACH						
1. Speakers' fees and materials for pre-service and in-service K-12 teachers' professional development workshop (with Pitt School of Education, other regional K-12 teacher education programs, and other UCIS centers)	500	500	500	500	AP, CPP-1, CPP-2	24, 34
2. Speakers' fees and materials for Forum on International Education and Leadership Development (FIELD) with Pitt School of Education, other regional K-12 teacher education programs, current K-12 teachers and administrators, and other UCIS centers	500	500			AP, CPP-1, CPP-2	34
3. Stipends to pre-service K-12 teachers for development of international studies curriculum units (with Pitt School of Education, other regional K-12 teacher education programs, and other UCIS centers)			500		AP, CPP-1, CPP-2	34
4. Curriculum development stipend to Pitt School of Education faculty member for study abroad course in REES region for pre-service teachers		1,500			AP, CPP-2	34

**U.S. DEPARTMENT OF EDUCATION
NATIONAL RESOURCE CENTER/FLAS
University of Pittsburgh - Center for Russian and East European Studies
August 15, 2014 - August 14, 2018**

ITEM & EXPLANATION	Year 1 (2014)	Year 2 (2015)	Year 3 (2016)	Year 4 (2017)	Priorities	Narrative Page Refs
OUTREACH (continued)						
5. Speakers' fees and materials for pre- and post-program area studies workshops for pre-service teachers participating in Pitt School of Education study abroad course in REES region			750		AP, CPP-2	34
6. Speakers' fees and materials for minority high school students' international career day (with other UCIS centers)	550	550	550	550		24, 34
7. Speakers' fees and materials for educational outreach activities with Pittsburgh Public Schools' high school Russian language program	1,000	1,000	1,000	1,000		25, 34
8. Speakers' fees and materials for REES K-12 school visit program, including outreach to Neighborhood Academy urban college preparatory school for Pittsburgh high school students with financial need	750	750	750	750		25, 34
9. TREES outreach newsletter for K-12 and college faculty	500	500	500	500		25, 34
10. Materials for REES educational resource lending library	250	250	250	250		25, 34
11. Speaker' fees and materials for workshop on internationalizing curricula for regional community college and MSI faculty (with other UCIS centers)	1,500	1,500	1,500		AP, CPP-1	26, 35
12. International travel stipends for regional community college and MSI faculty (with other UCIS centers)				1,500	AP, CPP-1	27, 35
13. Travel and curriculum development stipends for national community college and MSI faculty (with ASEES and NRCs at other universities)	2,000	2,000	2,000	2,000	AP, CPP-1	35
14. Cooperation with MIII consortium on workshops and online resources for national community college faculty	1,000	1,000	1,000	1,000	AP, CPP-1	26, 35
15. Professional services at Community College of Beaver County for coordinating collaborative activities with UCIS centers and other regional community colleges and MSIs	500	500	500	500	CPP-1	26, 35
16. Speakers' fees for workshop for faculty of MSIs and other 2- and 4-year colleges in Nine University and College International Studies Consortium of Georgia (with other UCIS centers)	1,000	1,000	1,000	1,000	AP, CPP-1	26, 35
17. Speakers' fees, materials, and student awards for Undergraduate Research Symposium (with ESC/EUCE and IBC)	2,500	2,500	2,500	2,500		4, 27, 31, 37
18. Speakers for GOSECA graduate conference (cost-shared with GPSA)	2,000	1,500	1,000	1,000		5, 27, 31, 37
19. RT travel and professional services in Pittsburgh, Russian Film Symposium	5,000	5,000	5,000	5,000		29, 35
20. Speakers' fees for public lecture series	2,500	2,500	2,000	2,000		29, 35
21. Mailings and promotional materials for public lecture series, conferences and seminars, student and community outreach events	1,000	1,000	1,000	1,000		29, 35
Subtotal, Outreach:	23,050	24,050	22,300	21,050		

U.S. DEPARTMENT OF EDUCATION
NATIONAL RESOURCE CENTER/FLAS
University of Pittsburgh - Center for Russian and East European Studies
August 15, 2014 - August 14, 2018

ITEM & EXPLANATION	Year 1 (2014)	Year 2 (2015)	Year 3 (2016)	Year 4 (2017)	Priorities	Narrative Page Refs
LIBRARY AND INFORMATION RESOURCES						
1. Library acquisitions, general REES collection	25,000	25,000	25,000	25,000		18, 33, 37, 38
2. Library acquisitions, Islam in the Balkans, Russia, Caucasus and Central Asia	4,000	4,000	4,000	4,000		19, 33, 37
3. Films from Russia, East Europe and Eurasia	4,000	4,000	4,000	4,000		19, 33, 37
4. Maintenance of NRC Web Portal	250	250	250	250		33
Subtotal, Library and Information Resources:	33,250	33,250	33,250	33,250		
EVALUATION, COLLABORATION AND OTHER						
1. Course development stipends to University of Pittsburgh faculty for area studies and language curriculum	1,000	1,000	1,000	1,000		9, 31
2. International Career Toolkit event series to enhance Pitt student skills and preparation for employment in internationally oriented careers (with other UCIS centers)	1,500	1,500	1,500	1,500		6, 31
3. Tutoring program and conversation tables for REES-area languages	2,000	2,000	2,000	2,000		23, 33
4. Speakers' fees and materials for pedagogy workshop on innovative use of technology in language classrooms	1,000				AP	33, 45
5. Proficiency assessments in intermediate and advanced language courses for evaluation of language instructional programs	2,000	2,000	1,500	1,500		18, 33, 43
6. Cooperation with consortia of NRCs on summer intensive LCTL courses (Balkan and Black Sea/Inner Asian/Baltic Studies Summer Institute)	2,500	2,500	2,500	2,500		14, 33, 39
7. Institutional membership in Central Eurasian Studies Society	1,000	1,000	1,000	1,000		31
8. UCIS contract with evaluation consultant for comprehensive, objective evaluation plan (cost-shared with other UCIS centers)	2,500	2,500	2,500	2,500		44
9. Maintenance in Pittsburgh for research scholar from overseas partner institution in REES region, 1 month @ \$2,000/mo.	2,000		2,000		IP	1, 32
10. Speakers' fees and materials for 8-week lecture, film, and cultural activity series for Summer Language Institute	3,000	3,000	3,000	3,000		33
11. Promotional materials and marketing for Summer Language Institute	1,500	1,500	1,500	1,500		13-14, 48
12. Center newsletter printing and mailing (2 issues)	3,000	3,000	3,000	3,000		35, 39
Subtotal, Evaluation, Collaboration and Other:	23,000	20,000	21,500	19,500		
TOTAL, DIRECT COSTS	220,260	214,837	214,306	202,931		
INDIRECT CHARGES						
8% of direct costs above less GSA fringe benefits	17,348	16,903	16,849	15,926		
Subtotal, Indirect Charges:	17,348	16,903	16,849	15,926		
TOTAL COSTS, NATIONAL RESOURCE CENTER	237,608	231,740	231,155	218,857		

**U.S. DEPARTMENT OF EDUCATION
NATIONAL RESOURCE CENTER/FLAS
University of Pittsburgh - Center for Russian and East European Studies
August 15, 2014 - August 14, 2018**

ITEM & EXPLANATION	Year 1	Year 2	Year 3	Year 4	Priorities	Narrative Page Refs
	(2014)	(2015)	(2016)	(2017)		
TRAINING STIPENDS						
1. Graduate AY subsistence allowance, 7 @ \$15,000	105,000	105,000	105,000	105,000	FCCP 1&2	3, 47-50
2. Graduate AY institutional payments, 7 @ \$18,000	126,000	126,000	126,000	126,000	FCCP 1&2	3, 47-50
3. Undergraduate AY subsistence allowance, 2 @ \$5,000	10,000	10,000	10,000	10,000	FCCP 1&2	3, 47-50
4. Undergraduate AY institutional payments, 2 @ \$10,000	20,000	20,000	20,000	20,000	FCCP 1&2	3, 47-50
5. Summer subsistence allowance, 10 @ \$2,500	25,000	25,000	25,000	25,000	FCCP 1&2	14, 47-50
6. Summer institutional payments, 10 @ \$5,000	50,000	50,000	50,000	50,000	FCCP 1&2	14, 47-50
TOTAL FLAS COSTS	336,000	336,000	336,000	336,000		
TOTAL COSTS, NRC & FLAS	573,608	567,740	567,155	554,857		

KEY TO PRIORITIES: AP = NRC Absolute Priority; CPP = NRC Competitive Preference Priority (1-2);
IP = NRC Invitational Priority; FCPP = FLAS Competitive Preference Priority (1-2)

NOTE: Project Director Andrew Konitzer will manage the grant and take part in some grant activities as part of his regular responsibilities as Director of the Center for Russian and East European Studies. Compensation for time normally spent on Center administration within the term of appointment is deemed to be included within the Director's regular organizational salary.

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Statement on Section 427 of GEPA

Information to Meet HEA Supplemental Statutory Requirements

Certifications and Assurances

Appendix 1: Profiles for Project-Related Personnel

Appendix 2: Course List

Appendix 3: Project-Specific Performance Measure Forms (PMFs)

Appendix 4: Letters of Support

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017
--

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input checked="" type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

[illegible]

**ABSTRACT: UNIVERSITY OF PITTSBURGH
CENTER FOR RUSSIAN AND EAST EUROPEAN STUDIES (REES)**

Mission, World Area Focus, and Constituencies – REES is a Title VI Comprehensive National Resource Center, housed in the University Center for International Studies, with the mission of coordinating the University of Pittsburgh's teaching, research and public service initiatives related to Central and Eastern Europe and the former Soviet Union. Internal constituencies served by REES include Pitt undergraduate, graduate and professional school students, faculty and staff, while external constituencies include K-16 students and instructors at other educational institutions (with special emphasis on minority-serving institutions and community colleges), business and media organizations, and the general public.

Certificate and Degree Programs, Faculty, and Courses – The Center offers interdisciplinary REES Undergraduate and Graduate Certificates, which students earn in conjunction with their regular degrees; joint certificates with Pitt's European Studies Center/European Union Center of Excellence and School of Law; and a REES-focused Bachelor of Philosophy in International and Area Studies with the University Honors College. The 71 REES faculty members teach around 215 language and area studies courses on the region annually through 13 Arts & Sciences departments, the College of General Studies, and four professional schools. Languages taught at multiple levels each year are Bosnian/Croatian/Serbian, Bulgarian and Czech (through Pitt's Summer Language Institute), Hungarian, Modern Greek, Polish, Russian, Slovak, Turkish and Ukrainian. REES maintains a network of 30 linkages with overseas institutions, thus addressing the current NRC invitational priority. In cooperation with these partners, the Center offers a range of study abroad programs enrolling over 100 students per year.

Library and Outreach – REES library holdings total 425,000 volumes, 285,000 of which are in languages of the region, as well as a collection of 7,000 films from the former USSR and Eastern Europe. The Center is very active in conducting educational outreach activities with K-12 schools and post-secondary institutions in the Western Pennsylvania region and nationally, including minority-serving institutions (MSIs), while also providing public outreach programs such as the REES lecture series, cultural festivals, and the annual Russian Film Symposium. REES regularly organizes professional training workshops for K-12 teachers and post-secondary faculty, thus addressing the NRC absolute priority.

Proposed Activities and Outcomes – This proposal requests support to strengthen existing REES programs and add new activities that address US/ED priorities. Key instructional activities for 2014-18 include: support for multiple levels of instruction in Bosnian/Croatian/Serbian, Turkish and other LCTLs; enhanced study abroad, including a new program on trans-Atlantic energy issues targeting professional school students; one-credit courses on contemporary Russia and Muslims in the REES region; and a new interdisciplinary research-based capstone course for REES certificate students. These programs, along with the "International Career Toolkit" event series and practical experiences such as undergraduate student assistantships, aim to increase the number of students with international and area studies competencies who are prepared to enter advanced degree programs and careers focused on the REES region.

Key outreach activities for 2014-18 include: professional training workshops and curriculum development stipends for pre-service and in-service K-12 teachers and faculty of community colleges and MSIs; K-12 student programs, such as school visits by expert speakers and career days for minority high school students; and annual national undergraduate and graduate student conferences, all with the goals of internationalizing curricula and increasing international and area studies competencies of students and instructors at a wide range of K-16 institutions. Proposed collaborative activities with community colleges and MSIs, and with Pitt's School of Education and other regional teacher education programs for training of pre-service teachers, address NRC Competitive Preference Priorities (CPP) 1 and 2, respectively.

Other key activities for which funding is requested include: community outreach programs, language proficiency assessments, acquisition of new library resources, faculty and staff development, a contract with an independent evaluation specialist, and AY and Summer FLAS Fellowships. REES will add a financial need preference to the FLAS selection process for both graduate and undergraduate students to meet FLAS CPP 1, while FLAS CPP 2 is already being met, with 93.5% of AY FLAS Fellowships awarded for US/ED priority languages since 2004 and a similar percentage expected in 2014-18.

GUIDE TO ACRONYMS USED IN APPLICATION

A&S	School of Arts & Sciences (University of Pittsburgh)
AAASS	American Association for the Advancement of Slavic Studies
ASEEES	Association for Slavic, East European, and Eurasian Studies
ABSEES	American Bibliography of Slavic and East European Studies
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
ACTR	American Council of Teachers of Russian
AY FLASF	Academic Year Foreign Language and Area Studies Fellowship
BALSSI	Baltic Studies Summer Institute
BBS	Balkan and Black Sea Language Consortium
BCS	Bosnian/Croatian/Serbian
CCBC	Community College of Beaver County
CDPA	Career Development and Placement Assistance (University of Pittsburgh)
CIDDE	Center for Instructional Development and Distance Education (University of Pittsburgh)
CILE	Center for International Legal Education (University of Pittsburgh)
ESC	European Studies Center (University of Pittsburgh)
EUCE	European Union Center of Excellence (University of Pittsburgh)
FAFSA	Free Application for Federal Student Aid
FDIB	Faculty Development in International Business
FIELD	Forum on International Education and Leadership Development
FLAS/FLASF	Foreign Language and Area Studies Fellowship
FTE	Full-Time Employee
GOSECA	Graduate Organization for the Study of Europe and Central Asia (University of Pittsburgh)
GRP	Global Research Practicum
GPSA	Graduate and Professional Student Association (University of Pittsburgh)
GSA	Graduate Student Assistant/Assistantship
GSC	Global Studies Center (University of Pittsburgh)
GSPIA	Graduate School of Public and International Affairs (University of Pittsburgh)
IBC	International Business Center (University of Pittsburgh)
IREX	International Research & Exchanges Board
IRIS	International Resource Information System
LCTL	Less Commonly Taught Language
LCTLC	Less-Commonly-Taught Languages Center (University of Pittsburgh)
LGBT	Lesbian, Gay, Bisexual, and Transgender
MIIE	Midwest Institute for International/Intercultural Education
MSI	Minority-Serving Institution
NCEEER	National Council for Eurasian and East European Research
NEH	National Endowment for the Humanities
NIH	National Institutes of Health
NRC	National Resource Center
NSF	National Science Foundation
OPI	Oral Proficiency Interview
PMF	Performance Measure Form
Project GO	Project Global Officers (U.S. Department of Defense)
REES	Center for Russian and East European Studies (University of Pittsburgh)
RHLMC	Robert Henderson Language Media Center (University of Pittsburgh)
ROTC	Reserve Officers' Training Corps
SACEEE	Study Abroad Consortium for East Europe and Eurasia

SAO	Study Abroad Office (University of Pittsburgh)
SLI	Summer Language Institute (University of Pittsburgh)
SSRC	Social Science Research Council
STC	Association for Students and Teachers of Color in Slavic Studies
TA	Teaching Assistant/Assistantship
TF	Teaching Fellow/Fellowship
TREES	Teachers of Russian and East European Studies (REES outreach newsletter)
ULS	University Library System (University of Pittsburgh)
URS	Undergraduate Research Symposium
UCIS	University Center for International Studies (University of Pittsburgh)
USAID	U.S. Agency for International Development
US/ED	U.S. Department of Education
USIP	U.S. Institute of Peace
WACP	World Affairs Council of Pittsburgh

1. COMMITMENT TO THE SUBJECT AREA

A. Financial and Other Support from the University – The Center for Russian and East European Studies (REES) at the University of Pittsburgh is a National Resource Center covering Central and Eastern Europe and all countries of the former Soviet Union. REES also administers FLAS Fellowships for students in high-quality graduate and undergraduate programs in the social sciences, humanities, and professional schools. The current proposal addresses all review criteria for a comprehensive NRC, as well as the absolute, competitive, and invitational priorities for this grant competition, as indicated in the attached budget and Performance Measure Forms.

REES was founded in 1965 and is part of the University Center for International Studies (UCIS), a matrix organization including two other NRCs (Global and Latin American Studies), a Title VI International Business Center, a European Union-funded EU Center of Excellence, centers for Asian and African Studies, and nine other programs. Pitt provides over \$6.5 million annually for faculty, staff, space, materials, and services related to REES-area studies (Table 1), or almost 13 times the NRC/FLAS budgets in the present grant period.

Table 1: University Support, 2012-13

Salaries:	
Language Faculty	2,047,020
Non-Language Faculty	2,550,250
REES Staff	172,016
Library Staff	157,694
Study Abroad Staff	145,324
UCIS Staff	124,000
Library Acquisitions:	275,000
Travel/Research Grants:	
To Faculty	20,088
To Students	14,412
Student Aid:	
Graduate Fellowships/Stipends (TA/TF/GSA/Part-Time Instructors)	250,650
Student Fringe Benefits (for above)	125,325
Summer Language Institute Tuition	140,000
Other Tuition Aid (Graduate & Undergraduate Students)	490,290
General Operations/Supplies:	2,718
TOTAL:	\$6,514,787

In the current NRC cycle, Pitt has hired six full-time, tenure-stream REES area faculty members: Assistant Professors Olga Kuchinskaya (Communication), Tomas Matza (Anthropology), Ilia Murtazashvili (Public and International Affairs), Tymofiy Mylovanov (Economics), Jonathan Platt (Slavic Languages and Literatures), and Gregor Thum (History); plus

two Postdoctoral Fellows (Michael Bobick, Anthropology and Sean Guillory, History), an Adjunct Associate Professor (Andrew Konitzer, Political Science), a non-tenure stream Assistant Professor (Muge Finkel, Public and International Affairs), a DAAD Visiting Assistant Professor (Katja Wezel, History), two Visiting Lecturers (Megan Foreman, Anthropology and Kathleen Manukyan, Slavic), and eight full- or part-time Instructors (Appendix 1). Three tenured, senior professional school faculty members not previously affiliated with REES have also developed interests in the region through involvement in the Center's international exchange programs and joined the REES faculty since 2010: Professors David Miller and Louis Picard (Public and International Affairs) and Martin Weiss (Associate Dean, Information Sciences).

Pitt provides salary and fringe for REES's Acting Director (a faculty member who administers REES more than half-time) and the equivalent of 3.5 full-time professional and support staff. REES is allocated annual operating, small grants, and work-study budgets and tuition remission funds. UCIS provides office space and oversees the Center's human resources. Pitt provides extensive funding for REES library and information resources (5.A), and UCIS provides supplementary funds for outreach programs (7.A–7.C). Pitt also devotes substantial resources to host the national headquarters of the Association for Slavic, East European, and Eurasian Studies (ASEEES). The University's willingness to expend these resources in a time of tight budgets is a mark of strong institutional commitment to studies of the REES region.

REES is extremely active in establishing and funding linkages with institutions abroad, with awards totaling over \$4 million since 2001 from the U.S. State Department, USAID, and the U.S. Russia Foundation. REES has a network of approximately 30 overseas partnerships, which is particularly strong in Southeastern Europe (Bulgaria and all states of the former Yugoslavia) and the former Soviet Union (five active partnerships with institutions in Russia, two in Ukraine, and

one in Estonia). Faculty members remain on full salary and graduate students receive their stipends while on exchanges, and UCIS provides one-term fellowships for selected faculty to conduct international research. Pitt's Nationality Rooms Program awards an annual fellowship to a Czech or Slovak researcher for a semester-long visit to Pitt.

B. Student Support – Pitt provides REES with about \$63,000 annually in tuition remission, which is used primarily to support graduate and professional school students. REES graduate students often receive research or teaching assistantships or part-time instructor positions through their departments (Table 1), and UCIS and REES offer small grants with University funds for graduate and undergraduate research abroad (2.B). Pitt provides full tuition and fees above the US/ED institutional payment level for FLAS Fellows, including out-of-state students, and a \$3,000 supplement to graduate AY FLAS stipends to assist with health insurance costs (10.A).

All students enrolled in Pitt's Slavic and East European Summer Language Institute (SLI) are charged in-state tuition, a subsidy totaling approximately \$186,600 in 2013, and the University provides additional tuition remission funds for students in the SLI and REES's study abroad programs. REES and the SLI also use tuition remission to support participation by ROTC students in summer Russian language study, supplementing nearly \$545,000 in grant funds received since 2012 from the U.S. Department of Defense for Project GO (2.B). Finally, the Slavic Department and Nationality Rooms collaborate with REES to obtain support from Pittsburgh-area ethnic communities. Polish, Ukrainian, Slovak, and Croatian endowments and Serbian community funds support instruction and scholarships in these languages.

2. QUALITY OF CURRICULUM DESIGN

A. Undergraduate and Graduate Programs – REES offers a comprehensive program of undergraduate education, including certificates that may be earned in conjunction with any

academic major and specialized activities such as the annual Undergraduate Research Symposium (7.B), study abroad (2.B), and undergraduate teaching and research assistantships (4.B). Each year Pitt offers about 215 undergraduate REES language and area studies courses (Appendix 2). Around 25-30 students annually graduate with a REES Undergraduate Certificate (9.A), which has more rigorous foreign language and GPA requirements than those of the University for a BA degree (Table 2). Freshmen may enroll in survey courses with interdisciplinary content such as “East European Civilization,” “Early and Modern Russian Culture” (a two-semester sequence), and “Introduction to Islamic Civilization,” which includes extensive coverage of the Balkans and Central Asia. In the upcoming NRC cycle, REES plans to develop interdisciplinary capstone courses (8.A), providing upper-level certificate students the opportunity to complete a major research project in close consultation with the class instructor.

An undergraduate certificate in European Union Studies, including coverage of EU member states in East Central Europe, is offered through the European Studies Center/EU Center of Excellence (ESC/EUCE). A Bachelor of Philosophy (BPhil) degree in International and Area Studies with an option for a REES track is offered through the University Honors College.

REES offers graduate certificates for both East European and Russian Studies, and in cooperation with the School of Law and ESC/EUCE (Table 2). REES’s curriculum provides balanced coverage of Eastern Europe and Russia and extends beyond traditional humanities and social science fields; 59% of graduate certificate students are enrolled in professional schools. The majority of these are from the Graduate School of Public and International Affairs (GSPIA) and the School of Law, while Business and Education are also represented. REES recently revised its graduate certificate program to allow Public and International Affairs students to count two courses from a GSPIA track(s) outside of their major track toward their area studies course distribution

requirement, which will increase certificate completion rates by affording greater flexibility.

REES provides small grant support for graduate student research abroad, summer internships, and conference participation, which is often matched by students' home departments or professional schools. REES graduate students have received nationally competitive grants from sources such as Fulbright, Boren, ACLS, IREX, NSF, SSRC, American Councils for International Education, and the Woodrow Wilson Center. In addition, the REES-sponsored Graduate Organization for the Study of Europe and Central Asia (GOSECA) annually organizes an international Graduate Student Conference with substantial funding from Pitt's Graduate and Professional Student Association (7.B).

Table 2: Certificate and Degree Program Requirements				
<i>Program</i>	<i>Language Study</i>	<i>Area Courses</i>	<i>Research/Other</i>	<i>Abroad Experience</i>
Undergraduate Certificate in Russian and East European Studies	2 years of university level instruction or equivalent proficiency	2 courses in the major discipline; 3 courses in 2 or more other disciplines	3.0 minimum GPA in REES courses; research paper focusing on REES region	Study abroad strongly encouraged
Graduate Certificate in Russian or East European Studies	3 years of university level instruction or equivalent proficiency	2 courses in the major discipline; 4 courses in 2 or more other disciplines	Research paper with significant use of foreign language sources	Study/research abroad strongly encouraged
Undergraduate Certificate in European Union Studies	2 years of university level instruction or equivalent proficiency	6 courses in EU Studies from 3 or more disciplines	Participation in at least 1 approved co-curricular activity	Study abroad strongly encouraged
Graduate Certificate in European Union Studies	3 years of university level instruction or equivalent proficiency	6 courses in EU Studies, including 3 outside of the major discipline	Research paper using foreign language sources; participation in at least 1 approved co-curricular activity	Study/research abroad strongly encouraged
International and Comparative Law/REES Joint Certificate	3 years of university level instruction or equivalent proficiency	3 international law courses; at least 3 REES courses	Research paper with significant use of foreign language sources	International internship strongly encouraged
BPhil Degree in International and Area Studies – REES track	3 years of university level instruction or equivalent proficiency	8 REES courses in 3 disciplines; research methods course in major	Writing and defense of honors thesis; 3 thesis credits; 3.5 minimum GPA	Minimum of four-week study abroad experience required

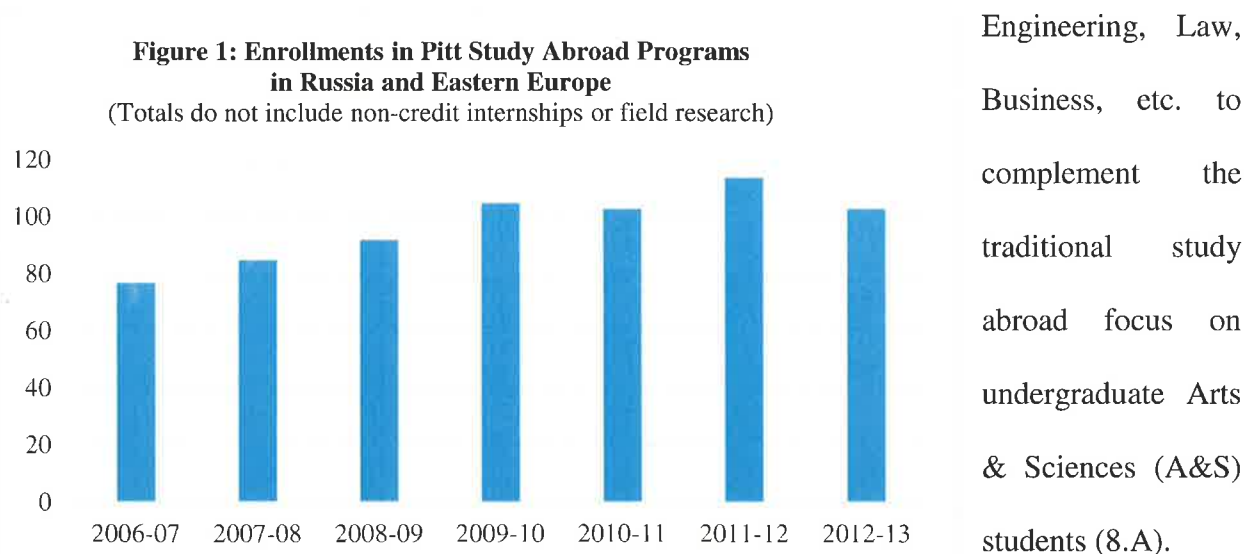
B. Advising and Study Abroad – All REES students receive academic advising from their home departments or schools, as well as specialized individual advising from the Center. REES Academic Advisor Susan Hicks provides academic and career guidance to undergraduate and

graduate certificate students; consults with them on certificate program requirements and special activities such as the Undergraduate Research Symposium, assistantships and study abroad programs; evaluates students' capstone research papers; and serves as advisor to GOSECA.

REES informs students of job and internship opportunities via the Center advisor, website, Facebook page, and email distribution lists, and works with Pitt's Office of Career Development and Placement Assistance (CDPA) on career information sessions for students, including a monthly "International Career Toolkit" series coordinated with the other UCIS centers. CDPA organizes events such as campus visits by prospective employers and annual federal government and nonprofit career fairs. Pitt students and recent graduates have access to career databases, including a "Going Global" database of internationally oriented opportunities.

REES has increased the variety and enrollment figures of Pitt's study abroad programs in Russia and Eastern Europe, which have grown to include over 100 participants in recent years (Figure 1). The SLI sends about 40 students annually on four- to six-week intensive language courses abroad: in Russian with Moscow State University, Polish with the Prolog Language School in Krakow, Slovak with Comenius University in Bratislava, Bulgarian with the Bulgarian Academy of Sciences in Sofia, Czech with English Link in Prague, Hungarian with the Debrecen Summer School, and Bosnian/Croatian/Serbian with the University of Montenegro. These SLI programs enroll both undergraduate and graduate students from institutions throughout the U.S. REES also has been very successful in implementing three- to six-credit area studies courses consisting of two or three weeks of intensive on-site study abroad in the summer term, some of which are optional add-ons to undergraduate courses offered during the academic year. A program in Prague and Krakow focusing on economics, history and public policy has operated annually since 2006; a program on Islamic history and culture has taken students to Istanbul since 2008; a

course on the architectural history of Zagreb, Vienna and other Central European capitals has been offered since 2010; and a course on Romani music, culture and human rights in the Czech Republic, Slovakia and Hungary was introduced in 2012. REES is developing a new program in Russia and Bulgaria to examine energy policy, production and distribution in the region, thus targeting graduate and professional school students from Public and International Affairs,



In 2013, REES launched a new Study Abroad Consortium for East Europe and Eurasia (SACEEE), which incorporates faculty and students from regional liberal arts colleges and other four-year institutions into summer study abroad courses developed and run by the Center. The first SACEEE course, “Life after the Fall: Ukraine and Russia after the USSR,” enrolled 14 students from five different institutions and included activities in Kyiv, Moscow and St. Petersburg. Lectures, site visits and accommodations were arranged in cooperation with two partner institutions, Kyiv-Mohyla Academy in Ukraine and the Higher School of Economics – St. Petersburg. REES is expanding the number of consortium members for future course offerings.

In 2012 and 2013, REES received grants from Project GO, which is funded by the federal Defense Language and National Security Education Office (DLNSEO) and administered by the

Institute of International Education to enhance training opportunities in strategic languages for ROTC students (1.B). Through these grants, Pitt sent 13 ROTC students to its Pitt-Moscow intensive language program in Summer 2013 and is sending 37 students to Narva, Estonia for an eight-week Russian language program designed specifically for ROTC students in Summer 2014. The Center plans to continue these offerings for as long as Project GO funding is available.

In addition to these REES-developed programs, the Center works with the Katz Graduate School of Business to offer a Global Research Practicum (GRP) course in Moscow and Samara, Russia for MBA students and a Faculty Development in International Business (FDIB) program in Moscow, Samara, and Istanbul. A total of 32 MBA students completed the GRP during two offerings in 2012-13, and 18 business faculty from 13 institutions completed the Russia-Turkey FDIB in 2013. The School of Law has offered an International Commercial Law summer program in Croatia since 2010 and arranges annual overseas student internships through university law faculties in Belgrade, Pristina, Kyiv and Donetsk, Ukraine, with which REES and Pitt's Center for International Legal Education partnered on U.S. State Department-funded curriculum projects (1.A). GSPIA students completed master's degree internship requirements in Russia, Ukraine, Croatia, and Kosovo in the past four years. Dr. Bryan Hanks (Anthropology) takes undergraduate and graduate students on archaeological excavations in Russia. The Global Studies Center offers the Multi-region Academic Program (Pitt MAP), a unique semester abroad opportunity in which students examine a selected global issue in three countries, including Turkey in 2014.

REES's affiliations with 30 institutions in the Center's world area (1.A) offer additional opportunities for students to study abroad, conduct research and improve their language skills. Pitt also is affiliated with study abroad providers such as American Councils for International Education, School of Russian and Asian Studies, Council on International Educational Exchange,

American Institute for Foreign Study, Academic Programs International, IES Abroad, etc., providing students with access to an even wider range of programs in the REES world area.

Pitt funding for study in the REES region includes: Study Abroad Office scholarships (14 awarded since 2009); Nationality Room scholarships (around seven annually for study or research in REES-area countries including the Czech Republic, Slovakia, Hungary, Poland, Russia, Ukraine and Lithuania, with support from local ethnic communities); UCIS scholarships for undergraduates and graduates conducting research abroad; and grants from academic departments (1.B). REES provides travel awards to GSPIA and Law students to support summer internships in the Center's world area, and REES and the SLI award dozens of scholarships annually to undergraduate and graduate students for intensive summer language study abroad.

3. QUALITY OF NON-LANGUAGE INSTRUCTION

A. Extent of Course Offerings – REES offers approximately 150 non-language courses each year through 13 A&S departments, the College of General Studies, and four professional schools (GSPIA, Education, Law, and Business), covering countries throughout the Center's world region (Appendix 2). Enrollments have substantially increased since the late 1990s (9.A); in particular, cultural courses taught in English by the Slavic Department (4.A) draw large enrollments (over 1,800 in 2012-13). This is a remarkable achievement at a university with 28,750 students, about 12,500 of whom are in A&S. New REES courses were introduced in the past four years in Anthropology, Business, German, GSPIA, History of Art and Architecture, History, Law, Music, Political Science, Religious/Jewish Studies, Sociology, and Slavic Languages and Literatures. REES awards NRC-funded "seed" money to faculty to develop new courses or enhance existing ones (8.A). In the current cycle, Adriana Helbig received REES funding for her courses, "Romani Music, Culture and Human Rights" and "Carpathian Music Ensemble," and Yuliya Basina for her

blended (in-person and online) Beginning and Intermediate Russian courses.

In a 2012 survey conducted by the Program Planning and Evaluation unit of the Duquesne University School of Education (9.C), both undergraduate and graduate students in the REES certificate program indicated a high degree of satisfaction with the quality of course offerings. Ratings of “excellent” or “good” were chosen by 92% of respondents for the content of REES courses, 85% for the selection of courses, 90% for the guidance they received from REES advisors on course scheduling, and 89% for their overall experience in the REES program.

B. Specialized Course Coverage – REES course coverage focuses on social, economic, and political change in the region; international relations of Eastern Europe and Eurasia; contemporary Russian culture and society; and Southeast European studies. Around 65 courses on Russia and 10 on the former Yugoslavia are offered each year. Pitt has the only full-time faculty member in the U.S. teaching Slovak culture and language (Martin Votruba in Slavic) and four area studies faculty with expertise on Ukraine (Dr. Bobick in Anthropology, Dr. Helbig in Music, and Svitlana Maksymenko and Tymofiy Mylovanov in Economics). Faculty strengths, student interests, and availability of external funding determine disciplinary and geographic concentrations.

In accordance with federal priorities, REES has continued to augment course offerings on Islamic societies. The History Department offers several courses annually on Ottoman and Islamic history, including a study abroad course in Istanbul (2.B). In Spring 2013, History Professor William Chase and Anthropology doctoral candidate Cengiz Haksoz taught “Cities in Historical Perspective,” which explored the impact of Ottoman and Christian conquests on urban space and architecture. A related summer study abroad course took students to Turkey and Spain (2.B). The 2009 hiring of Central Asia specialists Jennifer Murtazashvili (GSPIA) and David Montgomery (Anthropology) has also strengthened the curriculum on Islamic societies (1.A).

Other recently hired faculty have introduced specialized REES courses, such as Dr. Bobick's "Anthropology of the State in the Former Soviet Union," Dr. Konitzer's "Balkan Politics," Dr. Platt's "Nabokov," and Dr. Thum's "Modern Polish History" and "What Was Communism?" Courses on post-communist developments and EU enlargement are offered in Economics, Political Science, and GSPIA (Appendix 2).

C. Interdisciplinary Courses – Interdisciplinary coverage is aided by cross-listing of courses (Appendix 2) and faculty holding appointments in multiple departments and/or schools (Appendix 1). For instance, "Introduction to Islamic Civilization," which is listed in History and Religious Studies and linked to the Istanbul study abroad program (2.B), examines the Ottoman Empire from an interdisciplinary perspective. Some graduate A&S courses, such as Jonathan Harris's "Government and Politics of the Russian Federation" (Political Science/GSPIA), are cross-listed with professional schools; Professors Montgomery and Murtazashvili also cross-list such courses. The biennial "Russia Today" mini-course, offered in conjunction with Pitt's Global Studies Center and Carnegie Mellon University, caters to professional school students in Business, GSPIA, Law and Engineering by offering a three-day intensive introduction to contemporary issues in Russia, taught by a world-class selection of U.S. and Russian scholars in various disciplines. Several new interdisciplinary courses are planned for the 2014-18 grant cycle (8.A), including mini-courses on Muslims in the Balkans, Caucasus and Central Asia; a study abroad course on energy issues in the REES region (2.B); and research-focused undergraduate capstone courses (2.A).

D. Faculty and Pedagogy – As of 2013-14, there are 71 REES-affiliated faculty members, including 54 non-language faculty. In the current NRC cycle, Pitt has hired six tenure-stream faculty members whose work focuses on the REES area (1.A). REES also has encouraged non-area specialist faculty to develop teaching and research relevant to the Center's area, including

professional school faculty from GSPIA, Law, Business, Education, Information Sciences, Engineering and Public Health. In addition, REES hosts approximately five visiting scholars annually from Russia and Eastern Europe. These scholars, supported by the University (1.A) and nationally sponsored programs, often act as visiting lecturers in REES courses.

The University provides various programs to strengthen classroom teaching. The Center for Instructional Development and Distance Education aids faculty and assistants with current instructional technologies. Pitt regularly offers seminars and accredited courses on teaching methodology to enhance the pedagogical skills of graduate teaching assistants, and TAs are closely monitored by senior faculty through classroom visits and written evaluations. Advanced graduate students have taught or assisted REES courses in departments including Anthropology, History, Political Science, Religious Studies, and Slavic, as well as professional schools.

4. QUALITY OF LANGUAGE INSTRUCTION

A. Languages Offered and Enrollments – The Department of Slavic Languages and Literatures, chaired by linguist David Birnbaum, offers multiple levels of instruction each academic year in Russian, Bosnian/Croatian/Serbian (BCS), Polish, Slovak, and Ukrainian. Hungarian, Modern Greek, and Turkish are taught through the Less-Commonly-Taught Languages Center (LCTL) in the Department of Linguistics. Enrollment data appear in Appendix 2.

Since 2007, A&S has funded the permanent full-time position of Russian Language Program Coordinator. In this position, Dr. Gerald McCausland has revised the Russian program, including the addition of evening sections of first- and second-year courses for professional school students and others who cannot enroll during the day. An accelerated two-semester beginning course sequence was developed to prepare heritage speakers with no previous formal study of Russian to enter third- or fourth-year courses, while allowing regular first- and second-year courses

to concentrate on the needs of non-heritage students. Dr. McCausland is also developing a one-credit course module that will allow heritage learners with limited writing skills to remedy this deficiency while taking courses above the elementary level.

Enrollments in first-year Russian have held steady since reaching a 10-year high of 57 students in 2009, which represented a 46% increase within one year. Advanced courses maintain strong enrollments by attracting both Russian majors and students taking the language for a REES certificate or other academic and professional goals. Enrollments in East European language courses have increased as well, particularly in BCS, which enrolled 25 students at three levels in academic year 2013-14 and is among the largest such programs in the U.S. These enrollments are especially striking in view of Pitt's relatively small student body.

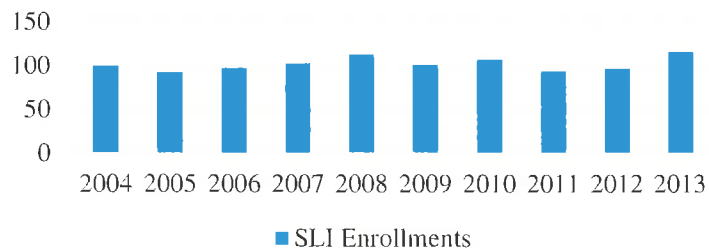
Recruitment into language courses has increased through targeted advertising and A&S-funded professional redesigns of the Slavic Department's brochures and website. The department pioneered the use of high-enrollment introductory culture and literature courses in English, including several developed with NRC funds (3.A), as a recruitment tool over a decade ago and has recently added sections of the three most popular culture courses in an online format, making them available to more diverse populations. Many students who take culture courses for University general education requirements later enroll in other departmental courses, including language study, and in the REES Undergraduate Certificate program.

Since 1986, the Slavic Department and REES have operated the Slavic and East European Summer Language Institute (SLI), which regularly offers intensive Russian (four levels); BCS, Czech, Polish, and Slovak (up to three levels); and Bulgarian, Hungarian, Turkish, and Ukrainian (one level). Study abroad opportunities are available in Russia, Montenegro, the Czech Republic, Poland, Slovakia, Bulgaria, and Hungary (2.B). The SLI's domestic courses in Bulgarian, Turkish,

and second- and third-year BCS are supported through resource sharing with other Title VI centers in the REES-administered Southeast European Language Consortium; this will expand to include Ukrainian and be renamed the Balkan and Black Sea Consortium in the upcoming NRC cycle (8.A). Intensive Estonian, Latvian, and Lithuanian courses are offered at Pitt through the Baltic Studies Summer Institute consortium in 2012-14 (9.A). The SLI is adding a Near Eastern component in Summer 2014 to augment its existing Turkish language instruction with offerings in Arabic and Persian/Farsi. In a major new development, primary responsibility for SLI administration is being transferred from the Slavic Department to UCIS, where the expanded Institute will be administered by REES in collaboration with the Global Studies Center (8.A).

SLI enrollments consistently exceed 90 students per year and reached 115 in 2013 (Figure 2). Nearly all students receive financial aid from sources such as FLAS, Project GO, and tuition remission

Figure 2. Pitt Summer Language Institute Enrollments by Year



scholarships. Around two-thirds come from institutions other than Pitt, many of which lack resources to offer REES-area language instruction. In 2013, REES awarded Project GO scholarships for six ROTC students from institutions that do not offer Russian to study it in the SLI. The Institute also greatly facilitates language acquisition by students in professional schools.

B. Advanced Language Training – The SLI offers advanced training in Russian, BCS, Czech, Polish, and Slovak. The Slavic Department also offers four levels of Russian and three levels of BCS, Polish, Slovak, and Ukrainian each academic year. Ljiljana Duraskovic, a linguist whose Slavic Department appointment is cost-shared by A&S and REES using NRC funds, has

coordinated and taught an integrated program in BCS since 2006-07 with measurements of student proficiency from beginning through advanced levels (9.C). In addition, REES has underwritten individualized advanced instruction in languages such as Czech and Romanian through the LCTLTC and supported annual offerings of intermediate and advanced Turkish since 2010 (8.A).

Dr. McCausland has revised the fourth-year Russian curriculum to implement a set of content-based courses focusing on both the humanities (film and literature) and social sciences. Offering a larger number of courses in rotation enables students who complete the traditional two semesters of fourth-year courses to continue their study of Russian by taking two completely different fourth-year courses the following year, which is expected to increase enrollments. Faculty members have developed courses to reflect their particular interests, giving students insight into specific aspects of Russian culture. Course themes from the past three years include Bulgakov's *The Master and Margarita*, popular songs, and Russian literature in classical music.

For Russian majors, the Slavic Department has modified its capstone course offerings to institute a Russian language component, requiring students to demonstrate the ability to enhance their understanding of Russian culture through sophisticated understanding of the language. Undergraduate and graduate students have also completed projects in Russian poetry, prose, and Internet culture through the department's innovative "Computational Methods in the Humanities" course and delivered papers on their research at regional Slavic conferences.

In addition to core language courses, several other undergraduate and graduate Slavic Department courses are taught in Russian or offer opportunities for advanced Russian-language work. Since 2005, Dr. Birnbaum has offered a one-credit language trailer, "Reading Russian Fairy Tales in Russian" (designed with support from an NRC-funded REES course development stipend), in connection with the English-language "Russian Fairy Tales" course. Students have

assisted in authoring annotations to tales used in the trailer, including one undergraduate who delivered a paper on this experience at a national conference, and the course website is used for instruction at other institutions. Pitt's History, Political Science, and Anthropology departments also offer courses in which students use primary language materials (3.A).

The Slavic Department supports undergraduate internships, allowing advanced students to improve their proficiency by working with Russian-speaking community members in hospitals, schools, and social service centers, or with Pitt's Slavic librarians and the annual Russian Film Symposium. REES uses NRC funds to support undergraduate teaching and research assistantships requiring advanced Russian or East European language proficiency (2.A, 8.A).

C. Faculty and Pedagogy – The Slavic Department has five tenured or tenure-stream faculty positions, all of which include teaching in the Russian or Polish language programs; one permanent Senior Lecturer (Dr. Votruba); one permanent Lecturer (Dr. McCausland); several full-time Visiting Lecturers or Instructors (three in 2013-14) and part-time Instructors (seven in 2013-14); and 6.5 graduate teaching assistantships funded by A&S. The LCTL in the Department of Linguistics also hires and supervises instructors for REES-area languages (4.A).

Almost all SLI faculty are native speakers; their teaching is overseen by SLI Director Oscar Swan, a specialist in language pedagogy and author of prominent Polish and Slovak textbooks. SLI faculty attend an oral proficiency testing workshop at the start of each summer. All Slavic Department TAs undergo a week-long orientation, take a teaching methods course through Pitt's Center for Instructional Development and Distance Education, and receive regular supervision from faculty mentors, including classroom visits, written reports, and videotaped class sessions. In addition, a weekly "Multimedia in Language Teaching" workshop series is offered by Pitt's Robert Henderson Language Media Center (RHLMC), which is directed by Dr. Na-Rae Han, a Linguistics

faculty member specializing in computational linguistics and methods of language assessment. RHLMC supports faculty development on technology-related topics, and several Slavic faculty members have developed Computer-Assisted Language Learning (CALL) materials.

The Slavic Department has four ACTFL-certified Oral Proficiency Interview (OPI) testers in Russian and BCS, with a fifth expected to receive Russian certification in Summer 2014. At the LCTL, the Turkish instructor is ACTFL-certified and the Hungarian instructor is in the final stages of certification; they and two of the certified Russian instructors attended an OPI workshop on campus with an ACTFL trainer, arranged by REES and other UCIS centers in 2011. These centers have also organized workshops on materials and pedagogy for Pitt LCTL instructors (7.B).

With support from the A&S Undergraduate Dean, cooperation among Pitt's foreign language departments on pedagogical training has increased in recent years. In addition to the mandatory orientation for new TAs offered each summer by departmental language coordinators (and led by the Russian coordinator in 2012), an annual workshop series is offered to train graduate TAs in advanced-level language instructional methods. Dr. McCausland leads an additional workshop each semester, required for Slavic TAs and open to all departmental faculty, on issues such as new technologies, tailoring instruction to student skills and needs, and ongoing assessment.

D. Performance-Based Instruction, Resources and Proficiency – All Slavic language instruction at Pitt incorporates oral proficiency principles, as does evaluation of incoming students for course placement. Teaching materials are re-evaluated regularly to reflect current methodologies, including proficiency-oriented pedagogical goals, cultural competence (e.g., a course on reading the contemporary Russian press), Foreign Language Across the Curriculum (e.g., the Russian-language “Fairy Tales” trailer and the new fourth-year Russian courses), and effective use of multimedia materials (e.g., extensive integration of film into language courses). Pitt's Slavic film

collection (5.A) is a vital resource for developing advanced listening and speaking proficiency.

The RHLMC provides software for individualized computer-aided learning, a fully equipped recording studio, a multimedia development station with the latest Adobe suites, and PC and Mac computer workstations. RHLMC webcams and digital camcorders facilitate student audio and video projects and the use of video teleconferencing with native speakers. Language instructors have access to computer hardware, software, and staff expertise for creating digital media and instructional software. The RHLMC also recently began supporting research in language instruction by facilitating large-scale language learning experiments in the labs.

To evaluate academic year language instruction, REES and the Slavic Department arrange OPI testing of at least 75% of students completing courses in second- or third-year Russian, BCS, or Polish. Since 2010, Slavic has also conducted OPI evaluations of all graduating departmental majors. Almost 85% of students tested in 2010-13 for all languages met the department's goal of achieving Intermediate Low or higher ratings on the ACTFL proficiency scale after two years of instruction; over 70% achieved Intermediate Mid or higher after three years; and 40% of graduating Slavic Department majors achieved ratings in the Advanced range. In addition, students in all SLI courses participate in OPIs or other oral proficiency tests at the end of their programs (9.C). OPI results from BCS and Russian SLI courses have shown that these students reach proficiency levels equivalent to or higher than that attained by students in academic year courses, with 89% rated at least Intermediate Low after intensive second-year courses and 95% at least Intermediate Mid after intensive third-year courses in 2010-13.

5. STRENGTH OF LIBRARY

A. Holdings and Financial Support – Current REES holdings consist of approximately 425,000 volumes, of which over 285,000 are in languages of the REES world area: 56% in Russian, 18%

in Polish, 9% in BCS, 9% in Romanian, and 8% in Slovak and other languages. Particular strengths include Russian and Polish history, politics, literature, culture, and economics, as well as the international relations of the region. In recent years, concerted efforts have been made to expand Bosnian, Serbian, and Romanian language materials; holdings in the disciplines served by Pitt's professional schools; and materials related to Islam in Southeastern Europe, Russia, and Central Asia. REES holdings have been buttressed by many important gifts and purchases, especially material relating to Islam in the Balkans, Turkey, and Central Asia. New exchanges with libraries in Turkey and Central Asia afford the opportunity to collect harder-to-procure materials from that region. Other recent acquisitions include many electronic journals and databases (5.B).

The REES collection is housed primarily in Hillman Library, the main University library for both undergraduate and graduate students. Other parts of the collection are located in the Fine Arts and Music libraries, as well as those in the schools of Business, Law, and Information Sciences. The Media Resource Center at Hillman Library is the largest U.S. university holder of Russian, East European, and Central Asian films on video and DVD, totaling over 7,000 films, most with English subtitles. These studio-produced copies, many of which are unavailable commercially and unique to Pitt's collection, are an important resource for the University's literature and film studies programs, the SLI, and the annual Russian Film Symposium (7.C).

In fiscal years 2010-13, University contributions for REES print acquisitions and subscriptions to electronic material averaged over \$275,000; NRC funds averaged over \$26,400 annually (9.A). These figures do not include the value of materials received through domestic and international exchanges. The library has three full-time positions dedicated to the REES collection: a Slavic bibliographer, a professional cataloguer, and a paraprofessional in Technical Services (acquisitions and cataloging). In addition, there is a 1/2 FTE in Technical Services, a 1/6 FTE in

Current Periodicals, and a 1/3 FTE in the Gift and Exchange section. The full-time Slavic cataloguers are aided by several undergraduate assistants, who undertake special projects.

B. Cooperative Arrangements and Access to Holdings – The library has approximately 365 active book and serial exchanges with institutions in the REES world region (8.A). Pitt also participates in the Slavic preservation project SLAVCOPY and an unofficial consortium led by the Slavic section of the University of Kansas Libraries, through which the library subscribes to the Russian Academy of Sciences Bibliographies online and regularly negotiates consortial discounts with vendors for new electronic databases. The REES collection is part of the Slavic and East European Microform Project of the Center for Research Libraries.

Pitt has the largest library by far in the Western Pennsylvania/West Virginia/Eastern Ohio region and the only one with scholarly holdings in REES-area languages. Pitt's University Library System (ULS) is a member of the Pennsylvania Academic Library Consortium and its network, PALINET, and has reciprocal borrowing agreements with many regional colleges and universities. Through inter-institutional agreements, students from local and regional colleges can borrow ULS materials. The ULS is a net lender in the interlibrary loan system. Pitt library holdings are also accessible to the general public for on-site use. Virtually the entire collection of REES library holdings can be located using the University libraries' online catalogue, PITTCAT, and are in the Online Computer Library Center (OCLC) database. In addition, Pitt's Slavic film catalogue and finding aids for archival collections are available online.

The ULS subscribes to over 500 web-accessible databases along with thousands of electronic journals, statistical compendia, and reference works. Among the most important databases are the ABSEES index to North American publications in Slavic studies and the EastView Universal Database of contemporary Russian newspapers. Recent additions include

subscriptions to the Izvestiia and Pravda Digital Archives, offering electronic access to the complete runs of the former USSR's two flagship newspapers from 1917 to 1991, and the Central and East European Online Library Holdings, providing access to full-text articles from 1,100 humanities and social science journals and other documents. Approximately 800 stand-alone CD-ROMs are also available for patron use in Pitt's libraries.

The online Archive of European Integration (AEI) is the largest private repository (not administered by the European Union) of EU materials in the world, containing 19,773 EU documents and 5,461 documents from private organizations on the topic of European integration from the 1950s to the present. In 2007, the ULS received the full holdings of the former library of the European Commission in Washington, D.C., containing over 16 million pages relating to the EU. Many documents from both of these sources include material on the REES area.

REESWeb (www.ucis.pitt.edu/reesweb) is the most cited Slavic studies gateway site on the Internet (7.B), providing access to hundreds of thousands of pages of information. The over 750 annotated links continue to be updated, while continuous streamlining of metadata tags provides search results that are more directly relevant to user queries. Work also continues on the ULS "Primary Sources" project, which allows users to locate Slavic and East European language primary source materials in PITTCAT from among REES holdings. Finally, Pitt is the home of the Virtual Tumanoff Library, a searchable archive of over 30 years of National Council for Eurasian and East European Research (NCEEER) project reports.

6. QUALITY OF STAFF RESOURCES

A. Faculty and Staff Qualifications; Professional Development Opportunities; Teaching and Student Advising – REES faculty have received major grants from the Fulbright and Fulbright-Hays programs; German Marshall Fund; National Humanities Center; Woodrow Wilson Center;

ACLS; ACTR; IREX; NEH; NIH; NSF; SSRC; USAID; USIP; the U.S. Departments of Education, Energy, Health and Human Services, and State; and the Ford, Guggenheim, Leakey, MacArthur, Smithsonian, and Wenner-Gren Foundations. Center faculty affiliates have been particularly successful with NCEEER, which has awarded grants to Professors Bakic-Hayden, Berkowitz, Chase, Hayden (four grants), Konitzer, and Linden. REES faculty have been visiting fellows at the Kennan and Harriman Institutes, USIP, and the Wilson Center and served on the boards of directors of AAASS/ASEEES, ACLS, IREX, NCEEER, NEH, SSRC, and the Wilson Center. They have received national awards for their research and publications, University awards including the prestigious Chancellor's Undergraduate Teaching Award, and leadership awards from the Pennsylvania Council for International Education.

REES's Acting Director, Dr. Andrew Konitzer, is Adjunct Associate Professor in Pitt's Department of Political Science, specializing in the political systems of Russia and the Balkans. He has published the book *Voting for Russia's Governors*, as well as 18 refereed journal articles and book chapters within the past 12 years; received multiple grants from research organizations; and served as REES Associate Director for Academic Affairs in 2011-14. REES's Academic Advisor, Susan Hicks, and Program Manager, Dawn Seckler, also hold Ph.D. degrees; Associate Director for Finance and Personnel, Eileen O'Malley, and Assistant Director/Outreach Coordinator, Gina Peirce, hold master's degrees; and Editorial Assistant, Matthew Clews, and Administrative Assistant, Anna Talone, hold BA degrees. REES staff members are fluent in Russian and BCS, and all have substantial overseas experience in the REES region. In addition, Dr. Robert Hayden, a specialist on anthropology of the Balkans who served as REES Director from 1998 through April 2014, remains engaged as Senior Advisor to the Center (Appendix 1).

The Center's network of institutional partnerships in Eastern Europe and the former USSR

enhances professional and educational opportunities for REES faculty, staff, and students (1.A). REES staff members have used Pitt employee tuition benefits to improve their language skills and earn advanced degrees and certificates. Other professional development opportunities include REES small grants for faculty research; REES assistance to faculty in preparing funding proposals; UCIS assistance to staff in gaining overseas experience; and REES support for academic and professional travel by faculty, staff, and graduate students.

In addition to teaching, many REES faculty members supervise student theses and dissertations (Appendix 1) or serve as primary departmental advisors to students at the undergraduate and/or graduate levels. REES staff members advise graduate and undergraduate certificate students (each of whom also has a departmental faculty advisor), coordinate the annual Graduate Student Conference and Undergraduate Research Symposium, and administer student assistantships (2.A–2.B). REES and the Slavic Department coordinate student cultural clubs, language tutoring, and weekly Russian and BCS language conversation tables.

B. Staffing and Oversight Arrangements – REES has 6.5 full-time equivalent staff members (6.A) to administer its academic and outreach programs, as well as a half-time graduate student assistant, an undergraduate intern, and a work-study student. REES faculty and staff participate in all levels of Pitt’s activities related to international studies; for example, the Center has representatives on UCIS’s Planning and Budget, Academic Affairs, K-16 Outreach, and Evaluation and Assessment committees. Faculty from throughout the University are involved in REES committees and consultative functions, including an advisory board which, like the FLAS selection committee (10.C), is composed of representatives from several A&S departments and professional schools. In addition, REES small grants are awarded by a selection committee chosen for each competition from affiliated faculty in various departments who did not submit a request in that round.

C. Nondiscrimination Practices – Pitt complies with all federal, state, and local requirements regarding nondiscrimination and prohibits discrimination accordingly. The University continues to take affirmative steps to advance this policy (9.B), and REES strongly supports this commitment. All faculty appointment committees are structured to take into account affirmative action criteria. REES has actively recruited candidates from diverse ethnic and national backgrounds for staff positions, and the majority of REES staff members are women.

7. OUTREACH ACTIVITIES

A. Outreach to Elementary and Secondary Schools – REES offers annual professional development workshops for K-12 teachers, many in collaboration with Pitt’s other international studies centers. REES faculty, staff, graduate students, and visiting speakers lead sessions examining workshop themes in a Russian and/or East European context. Participating teachers have the opportunity to gain continuing professional education credit. Recent topics have included “An Interdisciplinary Approach to Global Environmental Issues,” “Islam and Culture around the World,” “Art, Technology and Social Movements,” “History of Terrorism,” and “Exploring Global Issues through Literature.” Resources developed for these training workshops are posted on the UCIS center websites to provide access to a broader range of educators.

REES collaborates with the other UCIS centers, the Pitt student Model United Nations Club, and local community organizations to hold an annual Model UN simulation for high school students. A teacher training workshop is held in conjunction with this event, which attracted 450 students from 24 schools in the Pittsburgh region in 2013. REES also collaborates with ESC/EUCE to organize an annual Model EU simulation for high school students. “International Connections,” another annual joint program of the UCIS centers, introduces minority high school students to international studies and career options through discussions with Pitt students who have studied

abroad and alumni in international careers (9.B).

REES publishes an outreach newsletter, *Teachers of Russian and East European Studies*, and a directory of 330 educational resource materials available for lending to K-16 teachers. Among these are 12 downloadable high school curriculum guides, which REES developed on East European countries that have joined the EU or are candidates for membership. In addition, Center faculty, graduate and professional school students, advanced undergraduates, and visiting scholars give cultural and academic presentations on the REES world area at local schools.

From 2008-12, REES cooperated closely with the Russian language program at a City of Pittsburgh public high school with over 50% African-American enrollment, where Russian was offered as part of the school's International Baccalaureate curriculum. REES arranged a series of visits to the school to provide cultural context for students' language learning and hosted the teacher, students, and program alumni at the "African-American Perspectives on Russian and Slavic Studies" symposium at Pitt in 2011 (7.B). Although the high school has terminated its Russian program due to budget constraints, several alumni have continued with Russian studies in college and joined the national organization Students and Teachers of Color in Slavic Studies (STC), which was founded as a direct result of the Pitt symposium. One African-American alumnus enlisted in the U.S. Navy and completed an immersion program in Ukraine through the Defense Language Institute. REES is currently collaborating with two other Pittsburgh high schools—both of which also have significant minority enrollments—that are planning to initiate Russian language classes and/or study abroad opportunities for their students.

B. Outreach to Postsecondary Institutions – REES organizes professional development workshops for university and college faculty in the Pittsburgh region and nationally. For instance, in 2011 REES co-sponsored a workshop with Pitt's other international studies centers on "Language

Teaching Methods and Adaptation of Authentic Materials” for LCTL instructors (4.C). REES also collaborated with the Midwest Institute for International/Intercultural Education (MIIE) and NRCs at multiple universities in 2012 through 2014 to co-sponsor workshops on “The Middle East and Central Asia,” “Human Rights and Cultural Diversity,” “Global Food, Water, and Quality of Life,” and “Global Firms, Labor, and Development” for faculty from a range of community colleges and other under-resourced institutions. The member colleges of MIIE have a collective total of 33% African-American and Hispanic student enrollments, and the consortium includes 39 institutions that are eligible for Title III or Title V.

REES and other UCIS centers organized professional development workshops in 2012 and 2013 on “Global Economy and Governance” and “Incorporating International Perspectives on Energy across the Curriculum” for faculty from the Nine University and College International Studies Consortium of Georgia, which enrolls over 81,000 students and includes six minority-serving institutions (MSIs) plus two Historically Black Colleges and Universities (HBCUs). The workshops were delivered through a combination of videoconferencing and in-person presentations by Pitt faculty, who traveled to Southern Polytechnic State University to advise the Georgia participants on integrating the workshop content into their curricula. REES faculty members Andrew Konitzer and William Harbert delivered lectures focusing on Russia.

In the upcoming NRC cycle, REES and the other Pitt centers plan to extend this professional development workshop model to community colleges and MSIs in the Western Pennsylvania region (8.A). REES also partnered with the Community College of Beaver County (CCBC) to submit a successful proposal to the 2013 “Bridging Cultures with Community Colleges” program of the National Endowment for the Humanities to support East Europe-focused professional development opportunities for CCBC faculty. This has positioned CCBC to serve as

a hub for cooperation with all of Pitt's international studies centers in upcoming years, with the goal of globalizing curricula at Western Pennsylvania community colleges and MSIs and developing training workshops and study abroad opportunities for faculty at these institutions.

Additionally, REES Acting Director Andrew Konitzer leads a Faculty Development in International Business program in collaboration with Pitt's International Business Center (IBC) and two overseas partners, the International Market Institute in Samara, Russia and Bahcesehir University in Istanbul. In 2013, 18 faculty members from 13 U.S. institutions traveled to Russia and Turkey to study the economic, business, and political environments of these countries (2.B).

Outreach activities for university students include annual international studies and study abroad information fairs and cultural events through Pitt's International Week. REES also collaborates with Pitt's Russian, Slovak, and Ukrainian student clubs; the Carpathian Music Ensemble led by Dr. Adriana Helbig; and the Study Abroad Office to organize the annual "East European Festival," introducing hundreds of attendees to music, dance, food, and other cultural elements of the REES region and helping to recruit students into Center certificate programs.

REES, ESC/EUCE, and IBC organize the annual "Europe: East and West" Undergraduate Research Symposium (URS), at which students present their research papers in a conference format. Center faculty and graduate students assist the undergraduates in refining their papers before the event and serve as panel discussants. A total of 286 undergraduates from 49 institutions throughout the U.S., Canada, and Europe have participated in the URS since 2002. For graduate students, REES sponsors the Graduate Organization for the Study of Europe and Central Asia (GOSECA), which has organized an annual conference since 2004 for students from universities throughout North America, Europe, and Asia to present their research from a wide range of disciplinary perspectives on the Russian and East European region (2.A).

In 2011, REES organized the “African-American Perspectives on Russian and Slavic Studies” symposium (7.A), bringing together 40 faculty, administrators, graduate and undergraduate students, film and journalism professionals, and current and former high school students of Russian to discuss African-American underrepresentation in the Slavic studies field. Attendees explored the experiences of African-Americans who have studied, taught and conducted research in the former Soviet Union or focused on Slavic languages and cultures. Symposium participants then formed the Association for Students and Teachers of Color in Slavic Studies (STC), an affiliate organization of the Association for Slavic, East European, and Eurasian Studies (ASEEES). STC’s mission statement declares the group is “dedicated to better connecting and expanding the network of minority scholars working in the profession.” In 2013, STC launched the “Minorities Abroad Project,” a blog on the website of the School of Russian and Asian Studies that provides resources for minority students considering study abroad in the REES world area.

Finally, REES faculty and associates contribute significantly to national scholarship on the region. The Center supports the peer-reviewed *Carl Beck Papers in Russian and East European Studies*; the Slavic graduate student journal *Studies in Slavic Cultures*; the REESWeb virtual library, with over 4,000 unique visitors per month (5.B); and the Russian, Central Asian and East European Series of the University of Pittsburgh Press, with 95 volumes available. The Press also has recently announced a new multidisciplinary series on “Central Eurasia in Context” and is collaborating with the Northwestern and Wisconsin university presses on the joint Mellon Slavic Studies Initiative, which is supported by the Andrew W. Mellon Foundation.

C. Outreach to Business, Media, and the General Public – REES organizes lectures to provide business people and other community members with information on the economic conditions and investment climate of countries in the Center’s world area. These events are typically held in

cooperation with Pitt's IBC and visiting scholars in Economics and Business from REES's foreign partner institutions. REES faculty members regularly contribute to local, national, and international broadcast and print media, such as the *Washington Post*, *Los Angeles Times*, Voice of America, BBC, CBS, MSNBC, and Fox News (9.A). Interviews with high-profile speakers hosted on campus by REES are often broadcast on the weekly public radio program of the World Affairs Council of Pittsburgh (WACP). Media representatives serve as judges at Pitt's annual Model UN program (7.A) and speak at other UCIS-sponsored events, and David Greene of NPR, who was formerly a correspondent in Moscow, serves on the UCIS Board of Visitors.

REES co-sponsors many public lectures and other events with community organizations such as WACP, the Consortium for Educational Resources on Islamic Studies, Pittsburgh Filmmakers, and local East European ethnic groups. In 2012-13, REES held 43 lectures for the general public in addition to those for a university audience. The Slavic Department and REES sponsor the annual Russian Film Symposium, which brings prominent Russian directors to Pittsburgh and attracts substantial support from University and private sources. In the past four years, REES also co-sponsored Czech, Polish, Romanian, and Ukrainian film series with faculty members and community groups. Pitt's student Russian Club screens Russian films, and GOSECA organizes film screenings in connection with the annual Graduate Student Conference (7.B).

In addition, REES partners with local cultural organizations to inform the public of Russian and East European history, arts and culture. For instance, REES and Pitt's Department of Music collaborated with the Pittsburgh Symphony Orchestra in 2011 to present a "Tchaikovsky Festival" including a conference, biographical film screening, and performances of works by Tchaikovsky and his Russian contemporaries. Also in 2011, REES organized a series of public educational programs on Russian imperial history connected to an exhibit of Faberge objects at

Pittsburgh’s Frick Art and Historical Center. These included workshops for teachers and museum docents, a Russian folk music concert, and a “Family Day” event with children’s activities. REES has collaborated with the Pittsburgh Irish and Classical Theatre on panel discussions and program

essays to educate audiences on the context of plays set in the Center’s world area, including a festival of works written or inspired by

TABLE 3: ATTENDANCE AT REES OUTREACH EVENTS				
Event Category	8/15/09 – 8/14/10	8/15/10 – 8/14/11	8/15/11 – 8/14/12	8/15/12 – 8/14/13
K-12 School Outreach	1,876 *	1,118	1,362	1,211
K-12 Faculty Workshops	45	82	87	101
Undergrad. Research Symposium	146	119	73	146
Graduate Student Conference	52	62	56	62
Other Postsecondary Outreach	1,359	949	813	1,136
Public Film Screenings	2,092	1,498	2,502	2,321
Business Programs	66	40	65	51
Public Lectures/ Other Community Programs	3,341	3,321	3,641	3,731
TOTAL	8,977 *	7,189	8,599	8,759
* Includes REES speaker presentations at a major secondary school student conference organized by the World Affairs Council of Pittsburgh, which focused on Europe in 2010.				

Chekhov (2012), Slobodzianek’s “Our Class” on the 1941 murder of Jewish residents of Jedwabne, Poland (2013), and an adaptation of Tolstoy’s “The Kreutzer Sonata” (2013).

8. PROGRAM PLANNING AND BUDGET

A. Quality and Relation to Purpose of NRC Program – This proposal requests support to strengthen existing REES programs, while further enhancing the Center’s interdisciplinary curriculum and developing initiatives on Islam and Muslims in the region; contemporary problems of an integrated Europe, with a particular focus on energy issues; specialized training in critical need languages; library resources; faculty and staff capabilities; and outreach to community colleges and minority-serving institutions, as shown in the attached budget and Performance Measure Forms (Appendix 3). Activities addressing the NRC absolute, competitive preference, and invitational priorities are indicated below and in the budget lines.

Curriculum Design. A primary objective of the proposed activities is to ensure that large

enrollments in REES introductory courses lead to robust participation in higher-level courses and certificate programs. Thus, support is requested for undergraduate research and teaching assistantships requiring advanced competency in REES-area languages (2.A, 4.B), the highly successful Undergraduate Research Symposium (2.A, 7.B), and development of interdisciplinary capstone courses for certificate students (3.C). Support also is requested for the annual REES/GOSECA Graduate Student Conference (2.A). Funds are sought for faculty stipends to develop or enhance courses on the REES region, including one-credit language trailers requiring student use of materials in REES-area languages in connection with non-language courses, at both undergraduate and graduate levels (3.A, 4.B). In consultation with the Center's faculty advisory committee, REES will explore developing a new European Studies major to be administered jointly with ESC/EUCE in the upcoming Title VI cycle, as well as a new certificate program on global energy to be offered through UCIS with the option for students to select a Russian and East European track. Finally, funds are requested to expand the successful International Career Toolkit series of events and workshops aimed at enhancing Pitt students' skills and preparation for employment in internationally oriented careers (2.B).

Non-Language Curriculum. The central themes of proposed activities in this category are:

1) To enhance offerings on Islam and Muslims in the REES region. REES will continue to offer study abroad programs on Islamic civilizations in Europe and Eurasia, such as the course introduced in Summer 2013 that examined historical contacts between Muslims and Christians in Turkey and Spain (2.B). REES also will collaborate with Pitt's Global Studies Center (GSC) to organize new intensive one-credit courses on Islam in Central Asia, the Caucasus region, Turkey and the Balkans as a part of GSC's course series on "Muslims in Global Context," and will sponsor an institutional membership in the Central Eurasian Studies Society to enhance faculty research

and teaching capacity on this strategic world region.

2) To enhance offerings on contemporary issues of an integrated European continent. Funding is sought to develop new summer study abroad programs through the Study Abroad Consortium for East Europe and Eurasia, focusing on contemporary political and economic issues in the region (2.B). REES is also working with a research scholar from the University of Sofia to develop a new course that will take students to Bulgaria and Moscow starting in Summer 2015 to explore trans-Atlantic impacts of shale gas and other unconventional energy alternatives (IP). This program will target students from professional schools including Business, Engineering, Law, and Public and International Affairs in addition to A&S departments (2.B). Support for visits to Pitt by research scholars from partner institutions in the REES region will further enhance the Center's capacity to develop new course content, teaching and research resources, and other programming (IP).

3) To increase interdisciplinary integration of the REES program. In addition to the courses in the "Muslims in Global Context" series mentioned above, REES requests funding to continue its biennial offerings of the intensive one-credit "Russia Today" course in collaboration with GSC, IBC, and Carnegie Mellon University (3.C). These courses include lectures by faculty from multiple departments to provide interdisciplinary perspectives on current economic, political, and social issues in the REES region. Funding also is requested to develop new interdisciplinary REES capstone courses targeting upper-level undergraduate certificate students, referenced above under "Curriculum Design," which will culminate in the production of substantial research papers with extensive individualized guidance from the instructors (3.C). For graduate students, the new energy-focused study abroad program will have a strong interdisciplinary emphasis.

Language Curriculum. Funding is requested to sustain Pitt's successful integrated multi-year programs and student performance assessments in Bosnian/Croatian/Serbian and Russian,

while further enhancing proficiency evaluation (9.C) and providing instruction in additional REES-area languages through the LCTL. REES will collaborate with GSC to continue supporting advanced academic year Turkish courses at Pitt (4.B), and with NRCs at other universities to support consortial offerings of Baltic and Central Asian LCTLs and to initiate the Pitt-administered Balkan and Black Sea (BBS) Language Consortium. BBS, which already has 10 NRC members, will replace the existing Southeast European consortium and add Ukrainian to the three languages currently supported each summer (4.A, 9.A). Funding also is sought for professional development of language instructors (**AP**), including a collaborative workshop in 2014-15 with other UCIS centers and the University of Texas Language Center on innovative use of technology in proficiency-based LCTL instruction. In addition, support is requested to continue REES's tutoring program and language conversation roundtables to increase the number of students completing multiple years of language study, and for the series of lectures, films and cultural activities offered through the Slavic, East European and Near Eastern Summer Language Institute, which will be primarily administered by REES starting in Summer 2014 (4.A).

Library. Funds are requested for continued expansion of the REES library and film collections and acquisition of new materials on Islam in the region (5.A), biennial visits by Pitt's Slavic bibliographer to partner institutions in the REES world area with which the ULS exchanges library materials (**IP**) (5.B), and enhancement of online information resources (5.B), including research databases and the NRC Web Portal.

Staff Resources. Partial funding is requested for REES's outreach coordinator and center administrator staff positions and for a half-time Graduate Student Assistant to support outreach programming, as well as funds for travel to professional meetings for staff development and enhancement of REES program administration (6.A).

Outreach. This proposal requests K-12 outreach support to organize annual professional development workshops for pre-service and in-service teachers (**AP, CPP-1, CPP-2**) and international career days for minority high school students with other UCIS centers. Funds are sought for the *Teachers of Russian and East European Studies* newsletter, the Center's educational resource lending library, and the REES school visits program, including academic and cultural enrichment activities with the Pittsburgh Public Schools' high school Russian program (7.A) and the Neighborhood Academy urban college preparatory school for Pittsburgh students with financial need, which recently approached REES about adding international content to its curriculum. These two schools have 37% and 97% African-American enrollments, respectively.

REES and the other UCIS centers will work with Pitt's School of Education to develop short-term summer study abroad courses with educational themes for pre-service teachers, including a planned program in Russia on foreign language education, and provide pre-and post-program cultural workshops to aid in participant preparation and debriefing (**AP, CCP-2**). The centers will also collaborate with Pitt's School of Education, along with teacher education programs at Pitt's regional campuses and other Western Pennsylvania colleges including MSIs, to develop the UCIS Forum on International Education and Leadership Development (FIELD) (**AP, CCP-1, CCP-2**). The FIELD program will first bring together pre-service teachers with current K-12 teachers and administrators and teacher education faculty for a two-year professional development workshop series on internationalizing K-12 curricula, and will then provide stipends the following year for selected participants to develop internationally focused course syllabi and curriculum units for online dissemination. In the final year of the 2014-18 grant cycle, it is anticipated that the Pitt School of Education will incorporate a new course on internationalization of K-12 schools into its regular curriculum.

Post-secondary outreach support is requested to offer professional development opportunities for faculty at community colleges and minority-serving institutions (MSIs), both in the Western Pennsylvania region (centered at CCBC) and the Nine University and College International Studies Consortium of Georgia, in collaboration with the other UCIS centers (**AP, CPP-1**) (7.B). A multiyear series of workshops on key international themes such as energy policy, business and economics, and global health will address all major regions of the world, including the REES area, with the goal of preparing attendees to develop internationally focused courses or course modules. The use of videoconferencing technology will make these workshops accessible to more geographically diverse audiences. By the end of the 2014-18 NRC grant cycle, Pitt's UCIS centers will develop travel stipends to support study abroad opportunities for faculty from Western Pennsylvania community colleges and MSIs. REES will also continue collaborating with MIIIE to support internationally themed workshops and online resources for faculty from community colleges and MSIs nationwide (**AP, CPP-1**).

In addition, REES is leading an initiative to work with ASEEES and a group of six Russian, East European and Eurasian NRCs from other universities to provide stipends for faculty from community colleges and MSIs to develop courses and curriculum resources on the REES world area for online dissemination. This group of NRCs will also support travel to the annual ASEEES convention by community college and MSI faculty and conference panels on internationalizing education at under-resourced institutions, starting with a panel that is already organized for the November 2014 ASEEES convention (**AP, CPP-1**).

NRC funds are sought for outreach to the general public through the annual Russian Film Symposium, which is a major international event, as well as the REES public lecture series and the Center newsletter (9.A), both of which will be linked with intensified social media initiatives.

B. Development Plan and Timeline – The attached budget and Performance Measure Forms (Appendix 3), along with section 8.A above, outline the timing and developmental stages of REES’s programming for the 2014-18 NRC cycle and specific goals addressed by the proposed activities. By the end of the four-year grant period, REES will strengthen its curricular offerings for Pitt students and build productive outreach-focused partnerships with the Pitt School of Education, other regional teacher education programs, and MSIs and community colleges throughout the Western Pennsylvania region and the nation to promote broad access to international studies resources and training opportunities.

C. Costs – In the 2012-13 academic year, Title VI funds amounted to only 6.9% of total spending on REES’s subject area at Pitt, with other internal and external funding sources supporting faculty and staff salaries, student aid, summer language programs, research, travel and library acquisitions (1.A). As these programs are mutually reinforcing, the Title VI funds are a very cost-effective use of resources. In addition, the attached budget shows that REES will decrease NRC costs in each year of the 2014-18 grant cycle by transferring costs of certain activities such as the capstone, LCTLTC, and study abroad courses, as well as new course offerings for pre-service teachers, to the relevant University departments or other funding sources.

D. Long-Term Impact on Undergraduate, Graduate and Professional Programs – From its initial Title VI funding to the present day, REES has played a central role in the growth of international studies at Pitt. REES faculty and staff were instrumental in designing the foreign languages and cultures general education requirement in A&S. The Center has used NRC funds to attract faculty members who had not previously worked in the REES region and to develop new courses, leading to strong growth in student enrollments. REES summer programs on campus and abroad are highly successful, both locally and nationally. The additions of language-based study abroad programs in

Russia, Bulgaria, the Czech Republic, Hungary, Montenegro, Poland, and Slovakia have helped to more than double SLI enrollments since 2000 (4.A), while area studies courses held in East Central Europe, Turkey, Russia, and Ukraine (2.B) attract growing numbers of students to experiences that increase their knowledge of societies in the REES region. The Undergraduate Research Symposium and undergraduate assistantships involve students more deeply in REES-related academic work and prepare them for graduate studies and employment.

In addition, recognition as a comprehensive NRC since 2010 enables the Center to more effectively enhance the education and career preparation of the hundreds of graduate and professional school students who participate in REES courses and programs each year (9.A). Proposed activities that will benefit graduate and professional school education in 2014-18 include the annual GOSECA student conference, enhanced summer and academic year language instruction, development of a study abroad program on energy issues aimed at professional school students, programs for pre-service teachers in Pitt's School of Education, development of specialized information resources such as REESWeb, and library acquisitions. REES support for enhancement of the Pitt library's holdings in regional languages and its Slavic film collection may in fact constitute the greatest permanent impact on both undergraduate and graduate education.

9. IMPACT AND EVALUATION

A. Impact on the University, Community, Region and Nation – The strong impact of REES on the University is reflected in Table 4. Student enrollments in REES-area languages at Pitt have risen in recent years; for example, enrollments in academic year BCS courses increased by 32% from 2012-13 to 2013-14. Enrollments in Slavic Department introductory cultural courses (4.A) are among the highest of all literature and culture courses at Pitt. In addition to the popularity of such gateway area studies courses, the strength of REES certificate program enrollments is attributable

to energetic recruiting efforts by the Center's Academic Advisor through visits to high-enrollment courses and campus information fairs, plus innovative activities such as annual student conferences (7.B). In 2013-14, 109 students were enrolled in the REES Undergraduate Certificate program.

The Russian Studies and East European Studies Graduate Certificate programs have 45 officially enrolled students, while dozens more (including doctoral students who completed a certificate in conjunction with their master's degrees) receive academic advising from

TABLE 4: REES UNIVERSITY OUTPUTS				
Output Type	2009-10	2010-11	2011-12	2012-13
Undergraduate Enrollment in REES Courses *	4,552	4,770	4,757	4,352
Graduate Enrollment in REES Courses *	775	744	653	679
REES Language and Area Studies Courses Offered *	248 (21 New)	255 (14 New)	249 (14 New)	297 (28 New)
Undergraduate REES Certificate Program Enrollment **	92	109	94	93
Russian Studies and E. European Studies Graduate Certificate Program Enrollment **	47	46	35	34
Undergraduate REES and EU Studies Certificates Granted	22	39	38	33
Graduate REES and EU Studies Certificates Granted	3	9	3	7
Expenditures for REES Library Acquisitions	\$275,000	\$275,000	\$275,000	\$275,000
* Figures include the Fall, Spring and Summer terms. ** As of Spring 2014, undergraduate program enrollments have increased to 109 and graduate program enrollments to 45.				

REES and participate in Center programming. Other important impacts of REES on the University are the development and support of language and area courses (Appendix 2) and library acquisitions. In 2009-13, around 6,000 REES-related library items (most in area languages) were purchased each year with University and NRC funds plus private donations (5.A).

The Center's impact on K-12 teachers and students, business, media, and the general public in the Pittsburgh community is detailed in 7.A and 7.C. Approximately 4,000 K-12 students are reached annually by REES programs, either directly or indirectly through teacher training. Attendance data from public lectures, film screenings, festivals and other community programs

(averaging over 5,600 attendees per year) show the broad impact of REES activities.

REES's regional and national impact is demonstrated by annual student conferences drawing participants from a wide range of home institutions; faculty development workshops drawing participants from post-secondary institutions in the tri-state region and beyond; and the annual Faculty Development in International Business program sponsored by Pitt's IBC, which attracts business faculty from throughout the U.S. to study trips in Eastern Europe (7.B). Participants in REES's faculty development programs transmit their acquired knowledge to students and colleagues at their home institutions, and educational resources developed through these programs are disseminated online, thus creating a multiplier effect.

REES faculty contribute to reports on the Center's world area in local, regional, national, and international print and broadcast media outlets (7.C). REES's scholarly publications and electronic resources also have a nationwide impact (7.B), and the SLI draws students from colleges and universities throughout the nation (4.A). The main Center newsletter (*REES News*) and the REES outreach program newsletter are sent to a total of over 2,000 students, faculty, alumni, K-12 instructors, and other associates throughout the nation and world; both are also freely available on the REES website. Career placement data for recent REES alumni, including matriculation rates into advanced study programs, appear in Table 5 under section 9.D.

The impact of REES programs is magnified by collaboration with other academic units at Pitt; with community organizations, particularly on outreach activities; and by cooperation with other universities. For instance, collaboration with multiple NRCs in the Southeast European (soon to become Balkan and Black Sea) Language Consortium enables Pitt to offer intensive Bulgarian, BCS, and Turkish courses each summer to students throughout the U.S., while REES also supports both the Inner Asian Language and Baltic Studies Summer Institute (BALSSI) consortia. Pitt's

Summer Language Institute has hosted BALSSI annually since 2012 (4.A).

B. Equal Access and Treatment – REES adheres strictly to Pitt’s non-discrimination policy, which prohibits discrimination on the basis of “race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran” (www.bc.pitt.edu/policies/policy/07/07-01-03.html) in admissions, employment, access to and treatment in University programs and activities. Women constitute 63% of REES certificate students and 42% of the REES faculty (6.C). Many ethnic and national groups are represented, as well as older, non-traditional students. Disciplinary representation is diverse, with 59% of all REES graduate students enrolled in professional school programs (2.A), and 41% of REES undergraduates majoring in fields outside of the humanities and social sciences. REES public outreach programs such as lectures, films, and cultural festivals attract significant participation by elderly individuals, particularly from local ethnic communities.

REES participates in an annual program informing minority high school students of international studies opportunities (7.A) and in UCIS-wide efforts to promote area studies to underrepresented groups. The Center has been particularly active in nationwide initiatives to promote involvement by African-American students and scholars in Slavic and East European studies (7.B). Pitt’s Study Abroad Office (SAO) and Cross-Cultural and Leadership Development center also promote study abroad to underrepresented populations, such as racial minorities and LGBT students. Pitt requires all teaching assistants and student advisors to attend a seminar on diversity before they begin working with undergraduates.

SAO and Pitt’s Disability Resources and Services (DRS) office produced a video titled “Making It Happen: Study Abroad for Students with Disabilities,” which, along with SAO’s guidebook for African-American students, serves as a resource for colleges and universities across

the country. All University buildings are accessible to persons with disabilities, and services for the physically or visually challenged and learning disabled are available through DRS.

C. Evaluation Plan – REES employs a wide range of methods to evaluate the impact of Center programs and will refine these procedures for the 2014-18 NRC cycle in accordance with the goals and measures specified in the Performance Measure Forms (PMFs) in Appendix 3. The Center's project-specific PMFs outline five overall goals for the upcoming grant period: 1) graduate more students with international and area studies competencies preparing them to enter REES-related careers and/or advanced degree programs; 2) increase enrollments in advanced REES-area language courses, especially in priority languages; 3) increase international competencies of K-16 students, especially at underserved schools, MSIs and community colleges; 4) increase international competencies of K-16 faculty, especially in these same categories of schools; and 5) increase understanding of the REES world area among regional business and professional communities, news media, government and elected officials, and the general public.

Goal 1: Increasing student preparation for REES-related careers and advanced degrees. To measure progress toward this goal, REES will collect data on certificate program enrollments and student participation rates in career preparation activities as referred to in the PMFs. The Center also annually surveys REES certificate program graduates to collect more detailed information about their employment and use of foreign language training than is included in the IRIS NRC alumni placement report, as well as administering the FLAS alumni tracking survey recently introduced by US/ED. REES Academic Advisor Susan Hicks has worked with the other UCIS centers to develop entry and exit survey instruments for students in Pitt's area studies certificate programs and a shared alumni tracking survey. UCIS also has developed a shared repository of records of internal and external grants obtained by affiliated students (as well as faculty) for

international studies or research, providing further data on students' academic competencies.

To gather additional data on the impact of international studies at Pitt, UCIS arranged for the University's Center for Instructional Development and Distance Education (CIDDE) to conduct focus groups in 2013 with undergraduate and graduate students enrolled in REES and other area studies certificate programs. CIDDE's report on the undergraduate focus group found: "The certificate program has had an impact on students individually and in helping them form their future plans. The professional relationship cultivated by faculty members with the students is viewed as one of the most positive aspects of the Center. Students credit faculty with providing academic opportunities and professional contacts that could only arise through their association with UCIS." The graduate student report stated that, through participation in UCIS center programs, "the students have built relationships, increased their language skills, met new people, developed a sense of community, developed different perspectives, increased interdisciplinary awareness, and accomplished goals towards graduation while networking for future careers."

These focus groups built on the results of an online survey of UCIS certificate students conducted in 2012 (3.A), in which REES students reported that since their certificate program enrollment, they had greatly or moderately improved their knowledge of a second language (87% of respondents), foreign cultures (73%), and international issues (79%). A statistically significant increase was shown in REES students' intentions to pursue internationally oriented careers, from an average response of 1.93 upon initial enrollment to 1.64 on a four-point scale (with 1 indicating students "strongly agree" they plan such a career). Similar surveys and focus groups will be administered in the next grant cycle to discover whether the impact of REES programs on affiliated students' competencies and career preparation has been further strengthened.

Another method of evaluating the impact of Center certificates on student competencies is

the requirement, introduced in the UCIS assessment plan submitted to Pitt's Office of the Provost in 2011, for all REES Undergraduate Certificate students to complete a capstone project on a topic related to the Center's world area. The REES Graduate Certificate programs also require a major research project utilizing original-language sources. In 2013, REES convened a committee of Center-affiliated faculty from different departments to rate a sample of undergraduate and graduate research projects on a five-point scale, using a UCIS-developed rubric with four criteria based on certificate program learning objectives. The projects received a median score of 3.75; yet despite this positive overall result, they received relatively low scores on incorporation of interdisciplinary perspectives. To address this, REES developed a plan to introduce interdisciplinary capstone courses for advanced undergraduate and beginning graduate certificate students (2.A).

Goal 2: Increasing enrollments in advanced REES language courses. In addition to tracking enrollments in advanced REES-area language courses as referred to in the PMFs, the Center will collect data on learning outcomes of Pitt's language instructional programs. Oral Proficiency Interviews are administered by ACTFL-certified or trained testers to all students completing fourth- and sixth-semester academic year courses in Russian, BCS, Hungarian, and Turkish (4.D), and REES is requesting funds to extend this testing into the 2014-18 NRC cycle (8.A). Summer Language Institute learning outcomes are measured through written course evaluations and oral proficiency interviews with all students, which are conducted by ACTFL-certified or trained OPI testers for Russian, BCS, and Turkish, while other languages employ an interview format developed in the "prochievement test" style by SLI Director and nationally prominent linguist Oscar Swan. These evaluations ensure that students completing advanced courses in REES-area priority languages receive performance-based instruction of high quality and attain sufficient levels of proficiency to use their skills for careers in areas of national need.

Goals 3-5: Increasing international competencies of K-16 students and instructors; business, professional, media and government communities; and the general public through REES outreach programming. Following the 2013 NRC Evaluation Conference, which was attended by REES Assistant Director Gina Peirce, REES worked extensively with the other UCIS centers to develop an improved set of program evaluation instruments for use in the current and upcoming grant cycles. As part of this effort, Ms. Peirce and the other UCIS outreach coordinators developed a logic model to streamline outreach evaluation and customize participant surveys for different program types, such as K-12 teacher training, college faculty training workshops, and K-16 student events. Data collected on event attendance and educational resource development for US/ED's IRIS reporting system will also continue to be used for outreach program evaluation.

For all five goals specified in the PMFs, REES and the other UCIS centers will contract and work closely with independent program evaluation specialist Martha Riecks (www.askandevaluate.org) to refine existing evaluation tools, develop new instruments, and revise their logic models as needed throughout the 2014-18 grant period. Since 2013, Ms. Riecks has provided extensive training and consultation to UCIS staff, including Ms. Peirce, on the development of performance measures and the centers' proposed Title VI evaluation plans. UCIS will also continue consulting with Carol Washburn, the Manager of Teaching and Learning at CIDDE who conducted the certificate student focus groups, on evaluation of academic programs.

REES additionally uses periodic external program evaluations by content area experts on the Center's world region to assess the suitability of instructional, research and training programs and library collections to the specific needs of students and faculty in the field of Russian and East European studies. The most recent external evaluation was conducted in 2013 by Dr. Mary Neuburger, Director of the Center for Russian, East European and Eurasian Studies and Chair of

the Department of Slavic and Eurasian Studies at the University of Texas. Her report noted: “REES at Pitt is an outstanding program that draws upon a base of clear institutional support, excellent faculty, staff and students. In a period of national retrenchment and scarce resources [...] effective use of the Title VI grant has allowed Pitt to remain an important and well-known anchor of Russian and East European Studies in the region it serves and nationally. In particular, REES’s ability to be flexible, find new grants (like Project GO), work effectively with professional schools, and mobilize the energies of students (through GOSECA, for example) and faculty are all commendable [...] The only area of possible and immediate improvement concerns the use of technologies in language learning, that is, the development of more distance and online learning materials.” To address this, REES is pursuing new initiatives such as a blended (in-person/online) intermediate Russian course developed for Project GO and the proposed faculty workshop on innovative uses of technology in language education (8.A). Another program evaluation by a content area expert is planned for the 2014-18 NRC cycle.

Other REES evaluation methods include data collection on course enrollments, event attendance, and faculty publications for IRIS and annual reports on Center activities to Pitt’s Office of the Provost and the UCIS Board of Visitors. The UCIS centers also created an online faculty survey form, first administered in 2013, to evaluate the impact of area studies programs on affiliated faculty members. Among REES faculty respondents, 71% reported the Center was “completely” or “largely” effective in providing support and resources for their teaching and research, and 90% rated their overall experiences with REES as “excellent” or “good.” Programs viewed as especially valuable included the lecture series, visiting scholars, financial support for faculty research and curriculum development, study abroad programs, FLAS and other student support, and networking opportunities, which will be areas of focus for future expansion.

D. Contribution to Improved Supply of Specialists – The significant contributions of REES

activities and training programs to an improved supply of specialists on the region are demonstrated by data on student enrollments (9.A) and alumni placements (Table 5). In the past four years, 15 REES graduates (16%) began employment in the U.S. government, military or higher education; another 30 alumni (33%) matriculated into graduate or professional study programs. In REES's survey of 2012-13 certificate recipients, 56% reported they are using their language skills in their current job or studies or expect to as they progress further in their careers.

TABLE 5: REES ALUMNI PLACEMENTS Graduated from Pitt with a REES Certificate between 2009-10 and 2012-13		
Category of Post-Graduation Placement	B.A. Graduates	M.A. or Ph.D. Graduates
Matriculation into Advanced Study Program	24	6
Employment in:	5	2
K-12 Education	2	0
U.S. Government	4	1
U.S. Military	1	2
State or Local Government	3	0
Private Sector Nonprofit	9	1
Private Sector for Profit	26	1
Foreign Government	1	0
International Organization	3	0
Total	78	13

Examples of current placements of REES alumni include a U.S. Army lieutenant training to serve overseas in the JAG Corps; a Foreign Area Officer involved in arms control work; an analyst for the U.S. Department of Defense; professional staff of the U.S. Departments of Commerce and Veterans Affairs and USAID; a consultant for the NGO “World Vision”; the founder of the “Live Tomorrow” charitable NGO in Ukraine; Fulbright and Boren award recipients involved in teaching and research in the REES world area; and faculty or postdoctoral positions at the American University of Bulgaria, Central European University, Christian Albrecht University, Dartmouth College, Dickinson College, Mercyhurst University, Miami University of Ohio, University of Alberta, University College London, University of West Florida, Western Oregon University, Westminster College, and others.

E. Addressing National Needs (NRC) – REES activities generate and disseminate information to the public on subjects addressing national needs through workshops for K-12 and postsecondary educators, publications, lectures, conferences, film symposia, media outreach, and collaboration with cultural and other community organizations (7.A–7.C, 9.A). The Center’s successful record of placing students into post-graduate employment and education in areas of national need is detailed above (9.D). In the upcoming NRC cycle, REES will work to further increase such placements by collaborating with Pitt’s Office of Career Development and Placement Assistance (2.B), GSPIA, Law, and other departments to provide enhanced advising, information sessions, and print and online resources on career opportunities in areas of national need.

F. Addressing National Needs (FLAS) – Table 6 shows that REES has effectively used FLAS Fellowships to address national needs. From 2004-05 to 2013-14, REES awarded 36 of its 93 Academic Year FLASFs (39%) to students attending Pitt’s professional schools, including 15 who studied Public and International Affairs, typically in preparation for government careers. REES has awarded over 88% of all AY and Summer FLASFs since 2004 for

TABLE 6. REES Academic Year FLAS Fellows, 2004-05 to 2013-14	
By Language	
Russian	33
Bosnian/Croatian/Serbian	26
Ukrainian	12
Polish	10
Turkish	4
Slovak	3
Hungarian	2
Romanian	2
Czech	1
TOTAL	93
By Discipline	
Slavic Languages & Literatures	15
History	13
Anthropology	9
Political Science	5
Religious Studies	5
History of Art & Architecture	3
Theatre Arts	3
Economics	2
Linguistics	1
Music	1
Arts & Sciences Total	57
Law	19
Public & International Affairs	15
Business	2
Professional Schools Total	36
TOTAL	93

languages on the list designated as critical by the Secretary of Education. Placement data for the 64 unique AY FLASF recipients from this period (including some who held a FLASF more than once) indicate that 16 entered employment in higher education, three in the federal government or military, and 22 in other sectors, while 17 continue to pursue advanced degrees.

faculty representative, and SLI Associate Director meet to select the Summer FLAS Fellows. Application content and selection criteria are similar to those for AY FLASFs, with preferences given for advanced language study, US/ED priority languages, and governmental or internationally oriented professional careers. Pitt and non-Pitt students are considered equally for Summer FLASFs to study in the SLI. Applications from Pitt students for intensive study at other U.S. or overseas institutions of languages and levels not offered in the SLI are considered as well.

11. COMPETITIVE PREFERENCE PRIORITIES

TABLE 7: REES Activities to Address NRC and FLAS Competitive Priorities	
Competitive Preference Priority	Proposed Activities
NRC 1: Collaboration with MSIs and Community Colleges	<ul style="list-style-type: none"> • Professional development workshops and international travel stipends for Western Pennsylvania community college and MSI faculty (7.B, 8.A) • Conference travel and curriculum development stipends for national community college and MSI faculty with ASEES and REES-area NRCs at other universities (8.A) • Cooperation with MIIIE consortium on workshops and online resources for national community college faculty (7.B, 8.A) • Workshops for faculty of MSIs and HBCUs in Nine University and College International Studies Consortium of Georgia (7.B, 8.A)
NRC 2: Collaboration with Schools of Education	<ul style="list-style-type: none"> • Workshops, curriculum stipends, and development of Pitt School of Education course on K-12 internationalization through UCIS Forum on International Education and Leadership Development (FIELD) (8.A) • Development of study abroad courses and pre- and post-program workshops for pre-service teachers in Pitt School of Education (8.A)
FLAS 1: Preference for Students with Financial Need	<ul style="list-style-type: none"> • Academic Year and Summer FLAS selection committees to give competitive preference to meritorious applications from graduate and undergraduate students demonstrating need through FAFSA submission (10.C)
FLAS 2: Academic Year Fellowships for US/ED Priority Languages	<ul style="list-style-type: none"> • Awarded 93.5% of AY FLAS Fellowships since 2004 for priority languages (Table 6); similar percentage anticipated in 2014-18 cycle

STATEMENT ON SECTION 427 OF GEPA

The University of Pittsburgh complies with all federal, state, and local requirements regarding nondiscrimination and prohibits discrimination accordingly. The Center for Russian and East European Studies (REES) strongly supports and adheres to the University's nondiscrimination policy: "The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission." This policy applies to admissions, employment, access to and treatment in University programs and activities.

All faculty appointment committees are structured to take into account affirmative action criteria. Women constitute 63% of REES certificate students, the majority of REES staff and 42% of the REES faculty, and many ethnic and national groups are represented in addition to older, non-traditional students. As a part of the University Center for International Studies (UCIS), REES participates in various programs to promote area studies to underrepresented groups. These efforts include an annual day-long program informing minority high school students of international studies, study abroad and career opportunities, as well as academic information fairs designed for incoming University students from racial minority groups. In addition, REES public outreach programs such as lectures, film series, and cultural festivals attract significant interest among elderly residents of the Pittsburgh region.

In 2011, REES organized the "African-American Perspectives on Russian and Slavic Studies" symposium, bringing together faculty, administrators, graduate and undergraduate students, film and journalism professionals, and current and former high school students of Russian from throughout the U.S. to explore the problem of African-American underrepresentation in the Slavic studies field. Symposium participants then formed the Association for Students and Teachers of Color in Slavic Studies (STC), an affiliate organization of the Association for Slavic, East European, and Eurasian Studies (ASEEES), with which REES maintains continuing involvement. In 2013, STC launched the "Minorities Abroad Project," a blog on the website of the School of Russian and Asian Studies that provides resources for minority students considering study abroad in the REES world area.

In the 2014-18 NRC cycle, REES will cooperate closely with the new Russian language program at Pittsburgh Brashear High School, an urban public school with 37% African-American enrollment. REES plans to arrange visits to the school by expert speakers and sponsor annual field trips to Pittsburgh-area sites connected with Russian culture in order to provide enhanced cultural context for the students' language learning. The Center will also conduct educational outreach activities with the Neighborhood Academy, an urban college preparatory school for Pittsburgh students with financial need, which has 97% African-American enrollment and recently approached REES about adding international content to its curriculum.

REES will collaborate with Pitt's other UCIS centers in 2014-18 to organize professional development workshops for faculty at minority-serving institutions (MSIs) and community colleges, both in the Western Pennsylvania region and through the Nine University and College

International Studies Consortium of Georgia (which includes six MSIs and two Historically Black Colleges and Universities), with the goal of preparing attendees to develop internationally focused courses or modules. By the end of the grant cycle, the UCIS centers will develop travel stipends to support study abroad opportunities for faculty from Western Pennsylvania MSIs and community colleges. REES will also collaborate with the Midwest Institute of International/Intercultural Communication (MIIE), which includes 39 MSIs, to support faculty workshops and online curriculum resources. In addition, REES is leading an initiative, along with ASEEES and six Russian, East European and Eurasian NRCs from other universities, to provide stipends to faculty from MSIs and community colleges for conference travel and development of courses and curriculum units on the REES world area for online dissemination.

For pre-service and current K-12 teachers, REES and the other UCIS centers will collaborate with Pitt's School of Education and with teacher education programs at Pitt's regional campuses and other Western Pennsylvania colleges, including MSIs, to organize a professional development workshop series on internationalizing K-12 curricula. The UCIS centers will then provide stipends for selected participants to develop internationally focused course syllabi and curriculum units, also for online dissemination. All of these proposed initiatives for the 2014-18 NRC cycle share the goal of increasing access for students and faculty at minority-serving institutions to curriculum content both on international studies in general, and on the REES world area in particular.

The activities outlined in this proposal will expand on UCIS's existing record of developing resources for and research on underrepresented groups in international studies and study abroad. With the support of a grant from the National Security Education Program (NSEP), UCIS previously developed the "Access International Education" website to provide resources on underrepresented groups for students, parents, administrators and researchers. The NSEP grant also helped to develop a research survey instrument on underrepresented groups, which formed the basis for a nationwide study on the impact of institutional factors on minority participation in international education. This study was funded by a grant from the Title VI International Research and Studies program. In addition, Pitt's Study Abroad Office (SAO) and Cross-Cultural and Leadership Development center promote study abroad to underrepresented populations, such as racial minorities and LGBT students. With a grant from the IFSA Foundation, SAO and Pitt's Disability Resources and Services (DRS) office produced a video documentary titled "Making It Happen: Study Abroad for Students with Disabilities." This video, along with SAO's guidebook for African-American students, serves as a resource for hundreds of colleges and universities across the country.

Finally, all University of Pittsburgh buildings are accessible to persons with disabilities, and special services for the physically or visually challenged and the learning disabled are available through DRS. Pitt also requires all teaching assistants and student advisors to attend a seminar on diversity before they begin working with undergraduates.

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

Please see the following pages for this information.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Please see the following pages for this information.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Pittsburgh, Center for Russian and East European Studies

Name/Title of Authorized Representative (Printed): Christine Crawford, Associate Director
Office of Research

Title: Office of Research

Telephone: (412) 624-7400

Signature:

E-mail: dipalma@pitt.edu

Date:

6/8/14

Information Requirement 1: Diverse Perspectives in Funded Activities

The University of Pittsburgh's Center for Russian and East European Studies (REES) supports undergraduate and graduate coursework, academic conferences, publications, and outreach events presenting diverse perspectives and a wide range of views on the REES world region. First, within the University, the diversity of academic perspectives is ensured by involvement of faculty and students from a variety of departments and schools. By working with Pitt's professional schools and experts on economic, social, cultural, linguistic, historical, political and security-related topics, REES seeks to provide high-quality, timely programming and support of study and research on critical world issues. In collaboration with the University's schools of Public and International Affairs, Business, Law, Education, and Public Health, as well as representatives of governmental, military, media and nonprofit organizations, REES provides faculty and students with research opportunities, career and graduate school preparatory events, and other programs presenting a broad range of perspectives on Russia and Eastern Europe. Second, to reflect diverse perspectives from outside of academia, REES incorporates presentations by practitioners of business, journalism, government, nonprofit work and other professional fields into outreach events such as public lectures, high school student programs, and professional development workshops for K-16 faculty.

Planned activities for the 2014-18 NRC grant cycle that will contribute to advancing diverse perspectives on the REES region and critical world issues include: workshops and seminars involving post-secondary faculty and current and pre-service K-12 teachers, including events organized in partnership with minority-serving institutions and community colleges; college preparatory and career-oriented events targeted to minority high school students; a new study abroad program on comparative energy issues that will expose university students to both favorable and unfavorable views of the shale gas industry in the U.S. and overseas; and hosting of visiting scholars from overseas partner institutions, who will expose Pitt students and faculty to viewpoints on the REES world area held by residents of the region. In addition, REES's lecture series and other academic and outreach programming will continue to contribute to public knowledge and debate on Russia, Eastern Europe, and contemporary global issues.

Information Requirement 2: Areas of National Need

REES observes U.S. Department of Education priorities for promoting student proficiency in critical languages by supporting instruction and targeting FLAS funding to various Less Commonly Taught Languages (LCTLs) that have been designated as areas of national need, including Bosnian/Croatian/Serbian, Bulgarian, Polish, Russian, Turkish and Ukrainian. The Center also provides multifaceted support to students seeking employment in the federal government or military, as well as areas of need in the education, business, and nonprofit sectors. Through the REES undergraduate and graduate certificate programs, students receive academic and career advising services and have access to REES alumni and professional contacts in a wide range of fields, including those critical to national security and areas of national need. REES works with Pitt's professional schools, particularly the Graduate School of Public and International Affairs; other international and area studies centers in the University Center for International Studies (UCIS); and Pitt's Career Development and Placement Assistance office to provide students with access to career fairs and employment counseling for a wide array of federal agencies

and other nonprofit and for-profit organizations. Agencies to which Pitt students have access through such channels include the U.S. State Department, CIA, FBI, U.S. Department of Homeland Security, National Nuclear Security Administration, U.S. Department of Education, U.S. Department of Personnel Management, Office of Management and Budget, Government Accountability Office, U.S. Air Force, and others. In the 2014-18 cycle, REES and Pitt's other UCIS centers will expand the existing "International Career Toolkit" event series to further enhance students' preparation for government service and other internationally oriented careers.

REES works with Pitt's International Business Center (a Title VI-funded CIBE serving both undergraduate and graduate business students) and with the Center for International Legal Education to promote opportunities such as overseas internships and intensive summer courses in critical languages to business and law students at Pitt, therefore helping to prepare them for careers in areas of national need. In addition, REES partners with Pitt's Department of Slavic Languages and Literatures to provide educational outreach support to foreign language teachers and encourage the study of critical need languages at schools in the Western Pennsylvania region, such as the new Russian language program at Pittsburgh Brashear High School. REES also collaborates with the other UCIS centers to organize the annual "International Connections" program, which brings minority students from local high schools to the Pitt campus to learn about international career opportunities through discussions with current practitioners about foreign language study, university area studies programs, study abroad, and other means of preparation for careers in various sectors in areas of national need. Finally, through a Project GO grant from the U.S. Department of Defense, REES provides Russian language training to students enrolled in Army, Navy, and Air Force ROTC programs in Pittsburgh and nationally to prepare them to use this priority language in their future careers as military officers.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE Office of Research
APPLICANT ORGANIZATION University of Pittsburgh		DATE SUBMITTED 6/18/19
Christine Crawford, Associate Director Office of Research		

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
University of Pittsburgh		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix:	* First Name: Christine Crawford, Associate Director	Middle Name:
* Last Name:	Office of Research	Suffix:
* Title:	Office of Research	
* SIGNATURE:	* DATE: 6/18/14	

Appendix 1: Profiles for Project-Related Personnel

Index of Profiles for Project-Related Personnel

Project Director	Position	Page	
Konitzer, Andrew	Acting Director, Center for Russian and East European Studies; Adjunct Associate Professor of Political Science	1	
REES Affiliated Faculty	Position	Department or School	Page
Armstrong, Drew	Associate Professor and Director of Architectural Studies	History of Art and Architecture	2
Bakic-Hayden, Milica	Lecturer	Religious Studies	2
Ban, Carolyn	Professor	Public & International Affairs	3
Basina, Yuliya	Lecturer	Slavic Languages and Literatures	3
Baylis, Elena	Associate Professor	Law	4
Berkowitz, Daniel	Professor	Economics; Public & International Affairs	4
Birnbaum, David	Professor and Chair	Slavic Languages and Literatures	5
Bobick, Michael	Postdoctoral Fellow	REES; Anthropology	5
Brady, Joel	Instructor	Slavic Languages and Literatures	6
Brand, Ronald	Professor and Director, Center for International Legal Education	Law	6
Brusilovsky, Peter	Professor	Information Sciences	7
Chase, William	Professor and Director of Urban Studies	History	7
Colin, Amy	Associate Professor	Germanic Languages and Literatures	8
Condee, Nancy	Associate Professor and Director, Global Studies Center	Slavic Languages and Literatures	8
Crane, Robert	Instructor	Slavic Languages and Literatures	9
Dankone-Barna, Andrea	Instructor	Linguistics	9
Dunn, William	Professor and Associate Dean	Public & International Affairs	10
Duraskovic, Ljiljana	Visiting Lecturer	Slavic Languages and Literatures	10

Metil, Robert	Instructor	Slavic Languages and Literatures	23
Miller, David	Professor and Associate Dean	Public & International Affairs	24
Montgomery, David	Visiting Assistant Professor	Anthropology	24
Murtazashvili, Ilia	Assistant Professor	Public & International Affairs	25
Murtazashvili, Jennifer	Assistant Professor	Public & International Affairs	25
Mylovanov, Tymofiy	Assistant Professor	Economics	26
Nisnevich, Anna	Assistant Professor	Music	26
Novosel, Anthony	Instructor	History	27
Olson, Josephine	Professor and Director, International Business Center	Business	27
Padunov, Vladimir	Associate Professor, Slavic Languages and Literatures; Associate Director, Film Studies Program	Slavic Languages and Literatures; Film Studies	28
Papanastasiou, Areti	Instructor	Linguistics	28
Peters, B. Guy	Professor	Political Science; Public & International Affairs	29
Picard, Louis	Professor	Public & International Affairs	29
Platt, Jonathan	Assistant Professor	Slavic Languages and Literatures	30
Robinson, Sabrina	Instructor	Slavic Languages and Literatures	30
Seckler, Dawn	Instructor and Program Manager, Center for Russian and East European Studies	Slavic Languages and Literatures	31
Skinner, Charles	Adjunct Professor	Public & International Affairs	31
Stepanova-Sipper, Natalya	Adjunct Professor	Law	32
Swan, Oscar	Professor and Director, Slavic, East European and Near Eastern Summer Language Institute	Slavic Languages and Literatures	32
Thum, Gregor	Assistant Professor	History	33
Vidic, Radisav	Professor and Chair	Civil and Environmental Engineering	33
Votruba, Martin	Senior Lecturer	Slavic Languages and Literatures	34

Key to language proficiency levels in personnel profiles

- 1) No practical usable proficiency.
- 2) Ability to read simple prose with difficulty, follow simple conversation, and use the language to get around, but not as a means of exchanging ideas.
- 3) Ability to read non-technical materials and technical writing in one's field, to understand ordinary native speech, and to carry on an exchange of ideas, though haltingly.
- 4) Fluency, accuracy, and range adequate for all normal professional and social situations.
- 5) Fluency, accuracy, and range of an educated native user of the language.

KONITZER, ANDREW	Percentage of Time in Russian and East European Studies: 100%
Acting Director, Center for Russian and East European Studies; Adjunct Associate Professor, Department of Political Science	Languages: Russian (4), Serbian (4), Ukrainian (3)
Ph.D., University of Pittsburgh, 2002 M.A., University of Pittsburgh, 1997	Overseas Experience: Russia, Bosnia, Croatia, Serbia, Estonia, Bulgaria

Areas of Specialization: Comparative politics, international relations, Balkan politics, elections in Russia

Sample of Courses Recently Taught: Balkan Politics in the Shadow of the International Community, Global Research Practicum in Russia (study abroad course)

Previous Academic/Administrative Appointments

Project Director, University of Pittsburgh Project GO (funded by U.S. Department of Defense), 2012-present

Associate Director for Academic Programs, Center for Russian and East European Studies, University of Pittsburgh, 2011-2014

Project Coordinator, REES/GSPIA training program for local government officials from Samara, Russia (funded by U.S. Russia Foundation), 2011-2012

Associate Professor, Department of Political Science, Samford University, 2007-2010

Assistant Professor, Department of Political Science, Austin College, 2005-2007

Assistant Visiting Professor, Department of Political Science, Baylor University, 2003-2005

Research Fellow, Woodrow Wilson International Center for Scholars, Kennan Institute, 2002-2003

Field Director and Lecturer (Samara, Russia), U.S. Department of State-funded Newly Independent States College and University Partnership Program (NISCUPP) project, University of Pittsburgh/International Market Institute, 1999

Selected Publications

“The Parliamentary Elections in Serbia, May 2012,” *Electoral Studies* 32, (2013): 380-385.

Konkurentspodobnost' munitsipal'nikh obrazovaniy kak faktor razvitiya regional'noi ekonomiki i predprinimatel'stva. Samara, Russia: International Market Institute, 2012. (With Louis Picard, David Miller, Evgenii Postnikov, Vadim Chumak, Vladimir Ramzaev, Sergei Perov, Lydia Goverdovskaya, Elena Kukol'nikova, Denis Berezovskii and Mikhail Ramzaev.)

“Speaking European: Conditionality, Public Attitudes and Pro-European Party Rhetoric in the Western Balkans,” *Europe-Asia Studies* 63, no. 10 (2011): 1-36.

“Serbia between East and West,” *Russian History* 38, (2011): 101-122.

“Education, Economy and Postmaterial Values: The Evidence from Russia,” *European Journal of Economic and Political Research*, 3: no. 1 (2010): 101-120. With Renat Shaykhutdinov, Alex Pacek, and Vladimir Zvonovskii.

“An Electorate Adrift: Refugees and Elections in Post-Milosevic Serbia,” *Europe-Asia Studies* 61, no. 5 (2009): 857-874. With Jelena Grujić.

Voting for Russia's Governors: Regional Elections and Accountability under Yeltsin and Putin. Baltimore: Johns Hopkins University Press, 2006.

ARMSTRONG, DREW	Percentage of Time in Russian and East European Studies: 25%
Associate Professor, Department of History of Art and Architecture; Director of Architectural Studies	Languages: French (5), German (2), Italian (2)
Ph.D., Columbia University, 2003 M.A., University of Toronto, 1994	Overseas Experience: France, U.K, Austria, Croatia, Czech Republic, Slovenia
	Graduate Advisor: Five dissertations

Areas of Specialization: History of European and American architecture, 15th-20th centuries

Sample of Courses Recently Taught: Architecture: Texts and Theory, 18th Century Architecture, Modern Architecture, Architecture and the City in Central Europe (study abroad course)

Selected Publications

Julien-David Leroy and the Making of Architectural History. London: Routledge, 2011.

“The Architect as Revolutionary Hero: A Monument to Julien-David Leroy.” *Journal of the Society of Architectural Historians*. 66 (2007): 316-39.

“Il faut ruiner un palais.... Fragmentation and Human Nature in Leroy’s *Les Ruines des plus beaux monuments de la Grèce*.” In *Fragmentation, Architecture, and the Unfinished: Essays Presented to Robin Middleton*, eds. Barry Bergdoll and Werner Oechslin. 183-96. London: Thames and Hudson, 2006.

REES-Related Academic Experience

Developed summer study abroad program in Croatia, Slovenia, Czech Republic, and Austria.

BAKIC-HAYDEN, MILICA	Percentage of Time in Russian and East European Studies: 50%
Lecturer, Department of Religious Studies	Languages: Bosnian/Croatian/Serbian (5), Russian (2), French (4), Hindi (2), Sanskrit (4)
Ph.D., University of Chicago, 1997 M.A., University of Belgrade, 1980	Overseas Experience: India, Serbia, Bosnia, Croatia, Greece, Turkey
	Graduate Advisor: Three dissertations

Areas of Specialization: Southeastern Europe (Balkans) and South Asia

Sample of Courses Recently Taught: Orthodox Christianity, Saints East and West, Mysticism East and East, Religion in Asia, History of Christian-Muslim Relations.

Selected Publications

“Empires Are Us: Identifying with Differences.” In *Images of Imperial Legacy: Modern Discourses on the Social and Cultural Impact of Ottoman and Habsburg Rule in Southeast Europe*, eds. Tea Sindbeak and Maximilian Hartmuth. Berlin: LIT Verlag, 2011.

“St. Sava and the Power(s) of Spiritual Authority.” *Serbian Studies* 24, no. 1-2 (2010): 49-62.

“Pravoslavno-hrišćansko shvatanje čoveka sa posebnim osvrtom na antropologiju žene.” (“Orthodox Christian Perspective on Gender and Anthropology of Woman.”) In *I vjernice i građanke (Women as Citizens and as Believers)*. Sarajevo: TPO Foundation, 2009.

BAN, CAROLYN	Percentage of Time in Russian and East European Studies: 25%
Professor, Graduate School of Public and International Affairs	Languages: Russian (2), French (4), Italian (2)
Ph.D., Stanford University, 1975 M.A., Harvard University, 1966	Overseas Experience: Belgium, France, Poland, Estonia
	Graduate Advisor: Four dissertations

Areas of Specialization: Management of European Commission, impact of enlargement on European Commission; management of international organizations; comparative civil service reform

Sample of Courses Recently Taught: Managing International Organizations

Selected Publications

Management and Culture in an Enlarged European Commission: Unity in Diversity?, Palgrave Macmillan, 2013.

“Central and East Europeans in the European Commission: A Force for Change?” Cahier No. 11, GRASPE (Groupe de Réflexion sur l’avenir du Service Public Européen). 2008.

“Two-Speed Change within the European Commission.” In *Nowa Europa, Przegląd Natoliński*. (*New Europe, Natolin Review*.) 2008.

BASINA, YULIYA	Percentage of Time in Russian and East European Studies: 100%
Lecturer, Department of Slavic Languages and Literatures	Languages: Russian (5), French (3), Czech (3)
M. Phil., Columbia University, 2005	Overseas Experience: Russia

Areas of Specialization: Russian language, literature, and culture

Sample of Courses Recently Taught: Elementary Russian, Intermediate Russian, Russian for Heritage Learners, Modern Russian Culture, Formative Masterpieces of Russian Literature

Selected Publication

“And Who Am I to Judge: Heritage Learners of Russian.” *The AATSEEL Newsletter* 49, no. 3 (2006).

REES-Related Academic Experience

Developed and taught video-conferenced Intermediate Russian course for ROTC students in University of Pittsburgh Project GO program, 2013-14; developed curriculum for advanced Russian course abroad for ROTC students, 2014.

ACTFL-certified OPI tester in Russian.

BAYLIS, ELENA	Percentage of Time in Russian and East European Studies: 25%
Associate Professor, School of Law	Language: French (2), Russian (2)
J.D., Yale Law School, 1998	Overseas Experience: Kosovo, Democratic Republic of Congo, Sierra Leone, Ethiopia

Areas of Specialization: Post-conflict justice

Sample of Courses Recently Taught: Conflict of Laws, Law-Making Seminar

Selected Publications

“Reassessing the Role of International Criminal Law: Rebuilding National Courts through Transnational Networks.” *Boston College Law Review* 50, no. 1 (2009).

“Outsourcing Investigations.” *UCLA Journal of International Law and Foreign Affairs* 14, no. 121 (2009).

“Tribunal-Hopping with the Post-Conflict Justice Junkies.” *Oregon Review of International Law* 10, no. 361 (2008).

“Parallel Courts in Post-Conflict Kosovo.” *Yale Journal of International Law* 32, no. 1 (2007).

“Sending the Bureaucracy to War.” *Iowa Law Review* 92, no. 1359 (2007). (With David Zaring).

“Minority Rights, Minority Wrongs.” *UCLA Journal of International Law and Foreign Affairs* 10, no. 66 (2005).

REES-Related Academic Experience

Awarded REES small grant to conduct research on parallel UN and Serbian courts in Kosovo, 2005.

BERKOWITZ, DANIEL	Percentage of Time in Russian and East European Studies: 25%
Professor, Department of Economics & Graduate School of Public and International Affairs	Languages: Russian (3)
Ph.D., Columbia University, 1988 M.A., Yale University, 1984	Overseas Experience: Russia, China
	Graduate Advisor: One dissertation

Areas of Specialization: Comparative economics, applied microeconomics, law and economics

Sample of Courses Recently Taught: Comparative Institutions, Former Socialist Economies and Transition, Pro-seminar on Institutions and Growth

Selected Publications

“Growth in Post-Soviet Russia: A Tale of Two Transitions.” *Journal of Economic Behavior and Organization* 79 (2011): 133-43. (With David N. DeJong).

“Entrepreneurship and the Evolution of Income Distributions in Poland and Russia.” *Journal of Comparative Economics* 34, no. 2 (2006): 338-56. (With John E. Jackson).

“Economic Fragmentation in Russia: The Influence of International Trade and Initial Conditions.” *Economics of Governance* 6, no. 3 (2005): 253-68. (With David N. DeJong).

BIRNBAUM, DAVID	Percentage of Time in Russian and East European Studies: 100%
Professor and Chair, Department of Slavic Languages and Literatures	Languages: Russian (4), Bulgarian (3), Bosnian/Croatian/Serbian (3), Ukrainian (3), Polish (3)
Ph.D., Harvard University, 1988 M.A., Harvard University, 1980 M.A., Ohio State University, 1978	Overseas Experience: Bulgaria, Russia
	Graduate Advisor: 14 dissertations

Areas of Specialization: Applications of electronic text technology to the study of medieval Slavic manuscripts; Russian linguistics and language pedagogy

Sample of Courses Recently Taught: Computational Methods in the Humanities

Selected Publications

“Proposal for a unified encoding of Early Cyrillic glyphs in the Unicode private use area.” *Scripta & e-scripta* 8 (2010): 1–18.

“Mapping history: using technology to showcase medieval family interconnectivity.” *Russian history* 37 (2010): 305–21.

REES-Related Academic Experience

Received AATSEEL national award for Excellence in Teaching at the Post-Secondary Level (2013).

Pitagor (Pythagoras) Prize from the Bulgarian Ministry of Education for “Repertorium Workstation” project.

BOBICK, MICHAEL	Percentage of Time in Russian and East European Studies: 75%
Postdoctoral Fellow, Center for Russian and East European Studies & Department of Anthropology	Languages: Russian (4), German (3), Romanian (2)
Ph.D., Cornell University, 2012 M.A., University of Chicago	Overseas Experience: Moldova, Kyrgyzstan, Ukraine

Areas of Specialization: Political/legal anthropology (sovereignty, state, war, international law, coercion, political authority), capitalism and representation, legitimate and illegitimate forms of political and legal authority that emerged in transition to capitalism in the former USSR

Sample of Courses Recently Taught: Anthropology of the State, Cultures and Societies of Eastern Europe

Selected Publications

“The Empire Strikes Back: War without War and Occupation without Occupation in the Russian Sphere of Influence” (with Elizabeth Cullen Dunn). *American Ethnologist* 41(3), 2014.

“Separatism Redux: Crimea, Transnistria, and Eurasia’s De Facto States.” *Anthropology Today* 30(3), 2014.

“Profits of Disorder: Images of the Transnistrian Moldovan Republic.” *Global Crime* 12(4), 2011.

“Il profitto del disordine: la Repubblica Moldova di Transnistria” *Lo Straniero: Rivisita di arte, cultura, scienza e società*. 138/139, 2011.

BRADY, JOEL	Percentage of Time in Russian and East European Studies: 100%
Instructor, Department of Slavic Languages and Literatures	Languages: Ukrainian (4), Polish (2)
Ph.D., University of Pittsburgh, 2012 M.A., Gordon-Conwell Theological Seminary, 2005	Overseas Experience: Ukraine

Areas of Specialization: Migration/immigration and labor history, history of Christianity, religion and race/ethnicity/nationhood, East European history

Sample of Courses Recently Taught: Vampire: Blood and Empire; Cross-Cultural Representations of Prison: 20th Century; Madness and Madmen in Russian Culture; Religion, Migration, and Social Change; History of Christianity

Selected Publications

- “Religion & Ethnicity: Conflicting and Converging Identities.” With Edin Hajdarpasic in Livezeanu, Irina and Arpad von Klimo, eds. *The Routledge History of East Central Europe since 1700* (forthcoming).
- “Religion and Ethnic Diversity,” in *Multicultural America: A Multimedia Encyclopedia*. SAGE Reference (forthcoming).
- “John Paul Himka, *Last Judgment Iconography in the Carpathians* (Review).” *Slovo* 22, no. 1 (Spring 2010).
- “Rival Organization for the Study of Eastern Christianity Also Convenes in October.” *The ASEC Newsletter* 7, no. 1 (February 2010).

BRAND, RONALD	Percentage of Time in Russian and East European Studies: 25%
Professor of Law; Director, Center for International Legal Education	Languages: German (2)
J.D., Cornell Law School, 1977	Overseas Experience: Belgium, Germany, Italy, Serbia, Kosovo, Ukraine, Bahrain, Oman, UAE, Croatia, Kenya

Areas of Specialization: Global harmonization of private international law, international dispute settlement, rule of law programs

Sample of Courses Recently Taught: International Business Transactions, Private International Law Seminar, Introduction to American Law

Selected Publications

- Implementing the 2005 Hague Convention: The EU Magnet and the US Centrifuge, LIBER AMICORUM ALEGRIA BORRÁS 267-76 (Forner Delaygua-González Beilfuss-Vinñas Farré, ed., 2013).
- “Jurisdictional Developments and the New Hague Judgments Project.” *A Commitment To Private International Law: Essays In Honour of Hans Van Loon* (2013): 89-99.
- The 2005 Hague Convention on Choice of Court Agreements*. Cambridge: Cambridge University Press, 2008. (With Paul M. Herrup).

BRUSILOVSKY, PETER	Percentage of Time in Russian and East European Studies: 25%
Professor, School of Information Sciences and Intelligent Systems Program; Professor and Chair, Graduate Information Science and Technology Program	Languages: Russian (5)
Ph.D., Moscow State University, 1983	Overseas Experience: Russia, Ireland, Italy, Slovakia
	Graduate Advisor: 16 dissertations

Areas of Specialization: Learning technologies, information science, human-computer interaction, social computing, artificial intelligence

Sample of Courses Recently Taught: Adaptive Information Systems, Interactive System Design

Selected Publications

Kommers, P., Dovgiallo, A., Petrushin, V. & Brusilovsky, P. (eds.) (1997). *New media and telematic technologies for education in Eastern European countries*. Twente University Press, Enschede.

REES-Related Academic Experience

Awarded Dr. Honoris Causa degree by Slovak Technical University in Bratislava, 2008.

Invited speaker, SOFSEM 2008, 34th International Conference on Current Trends in Theory and Practice of Computer Science (High Tatras, Slovakia).

CHASE, WILLIAM	Percentage of Time in Russian and East European Studies: 50%
Professor, Department of History; Director, Urban Studies Program	Languages: Russian (3), Spanish (3), French (3)
Ph.D., Boston College, 1979 M.A., Boston College, 1974	Overseas Experience: Russia, Spain, Mexico, Turkey
	Graduate Advisor: Five dissertations

Areas of Specialization: International communist movements in USSR, Spain, Mexico and U.S.; international urban design in history; comparative social/political repression

Sample of Courses Recently Taught: Soviet Russia 1917-1991, History of Russian Revolution, Comparative Witch Hunts, Stalin, Cities in Historical Perspective, Readings in European History

Selected Publications

“Scapegoating One’s Comrades in the USSR, 1934-1937.” *Russian History* 38, no. 1 (2011): 21-39.

“Micro-history and Mass Repression: Politics, Personalities, and Revenge in the Fall of Béla Kun.” *Russian Review* (2008): 454-83.

Enemies Within the Gates? The Comintern and the Stalinist Repression, 1934-1939 (Yale University Press, 2001).

REES-Related Academic Experience

Led REES course in Istanbul, Turkey and Cordoba, Spain on “Cities in Historical Context,” 2013.

Co-editor, *The Carl Beck Papers in Russian and East European Studies*, 1982-present.

Editorial board member, *Russkoe proshloe*, St. Petersburg, Russia, 1991-present; *Annals of Communism Series*, Yale University Press, 1993-present; *International Journal of Russian Studies*, 2006-present (online journal).

COLIN, AMY	Percentage of Time in Russian and East European Studies: 25%
Associate Professor, Department of Germanic Languages and Literatures	Languages: German (5), Romanian (2), French (3), Italian (2), Latin (2)
Ph.D., Yale University, 1982 M.A., Yale University, 1980	Graduate Advisor: Two dissertations

Areas of Specialization: Theories of comparative literature and cultural studies, gender studies in European literature from the late 19th century to World War II

Sample of Courses Recently Taught: Money, Beauty, and Seduction: Psychograph of a Century in European Culture, From Threshold to Threshold: Europe 1900-2000, Lyric Poetry from European Symbolism to Contemporary Poetic Experiments

Selected Publications

Edith Silbermann Czernowitz-Stadt der Dichter, ed. Munich: W. Fink Verlag, 2013.

Forms and Dynamics of Exclusion, ed. Lugano: Humanities for Human Rights Series, Institute for Coexistence Studies and Intercultural Mediation, 2013.

CONDEE, NANCY	Percentage of Time in Russian and East European Studies: 75%
Associate Professor, Department of Slavic Languages and Literatures; Director, Global Studies Center	Languages: Russian (5), German (3), French (3), Spanish (2)
Ph.D., Yale University, 1979 M.Phil., Yale University, 1973 M.A., Brown University, 1973	Overseas Experience: Russia, Germany, U.K., France
	Graduate advisor: 46 dissertations

Areas of Specialization: Contemporary Russian cinema, Russian cultural politics, empire theory, cultural studies

Sample of Courses Recently Taught: Fourth-Year Russian (“Kinotalk”), Russian Speculative Philosophy, Tolstoy: The Major Novels

Selected Publications

Russians Abroad: Literary and Cultural Politics of Diaspora (1919-1939). Editor with Katerina Clark, Dan Slobin, and Mark Slobin. Boston: Academic Studies Press, 2013.

The Cinema of Alexander Sokurov. The Russian Cinema Series. Editor with Beumers, Birgit. London: I. B. Tauris, 2011.

The Imperial Trace: Recent Russian Cinema. New York: Oxford University Press, 2009.

Antinomies of Art and Culture: Modernity, Postmodernity, Contemporaneity. Editor with Terry Smith and Okwui Enwezor. Durham: Duke University Press, 2008.

“Небо. Самолет. Девушка [Sky. Plane. Girl].” In *Directory of World Cinema: Russia*, edited by Birgit Beumers. Bristol: Intellect, 2013.

“Sovremennoe rossiiskoe kino i problema vnutrennei kolonizatsii.” In *Tam, vnutri: Praktiki vnutrennei kolonizatsii v kul’turnoi istorii Rossii*, edited by Aleksandr Etkind, Dirk Uffelmann, and Il’ia Kukulin, 760-786. Moscow: Novoe literaturnoe obozrenie, 2012.

REES-Related Academic Experience

UCIS Hewlett International Grant to Kinotavr International Film Festival (Sochi, Russia), 2012-13.
REES small grant for research in Moscow film archives, 2012.

CRANE, ROBERT	Percentage of Time in Russian and East European Studies: 100%
Instructor, Department of Slavic Languages and Literatures	Languages: Russian (4)
Ph.D., University of Pittsburgh, 2013 M.A., University of Pittsburgh, 2005	Overseas Experience: Russia

Areas of Specialization: Soviet theatre and cinema, Ukrainian theatre and cinema, Georgian silent cinema, national and imperial cultures, theatre and geography

Sample of Courses Recently Taught: Russian Fairy Tales

Selected Publications

“Nikita Arzhakov’s Sniper Sakha” (Film Review). *KinoKultura* 38 (Oct. 2012).

“Mask and Soul at the Taganka Theatre” (Performance Review). *Theatre Journal* 64.2 (May 2012). 275-277.

“Irina Makaryk and Virlana Tkacz, eds. Modernism in Kyiv: Jubilant Experimentation” (Book Review). *Theatre Journal* 64.3 (Oct. 2012). 471-473.

“The Performance Historian as Cold Case Detective: Reopening Nikolai L’vov’s Investigation of the Blue Blouse Movement.” *Performing Arts Resources 28: A Tyranny of Documents: The Performance Historian as Film Noir Detective*. Stephen Johnson, ed. 2011. 225-232.

“Between Factography and Ethnography: Sergei Tretiakov’s *Roar, China!*.” *Text and Presentation 2010*. Kiki Gounaridou, ed. Jefferson, NC: McFarland 2010. 41-53.

DANKONE-BARNA, ANDREA	Percentage of Time in Russian and East European Studies: 100%
Instructor, Department of Linguistics	Languages: Hungarian (5), German (3)
M.A., Lajos Kossuth University (Debrecen, Hungary), 1993	Overseas Experience: Hungary

Areas of Specialization: Hungarian language, German language

Sample of Courses Recently Taught: Elementary and Intermediate Hungarian

Selected Publications

Deutsche Wortklassen in Tabellen. Homonnai és Társa Könyvkiadó Vállalat. Nyíregyháza, Hungary 1998

REES-Related Academic Experience

Completed ACTFL OPI training workshop at University of Pittsburgh, 2011.

DUNN, WILLIAM	Percentage of Time in Russian and East European Studies: 75%
Professor and Associate Dean, Graduate School of Public and International Affairs	Languages: Macedonian (5), Bosnian/Croatian/Serbian (4), Russian (4), French (2)
Ph.D., Claremont Graduate School, 1969 M.A., Claremont Graduate School, 1966	Overseas Experience: Macedonia, Serbia, Montenegro, Slovakia, Romania, Kosovo, Slovenia, Germany

Areas of Specialization: Public policy, public administration, program evaluation, Eastern Europe, former Yugoslavia

Sample of Courses Recently Taught: Public Policy Analysis, Public Program Evaluation, Research Methods and Statistics

Selected Publications

“Contextualization and Self-Sufficiency in International Education: The Macedonia Graduate Center for Public Policy and Management.” In *The Road to Bologna: Schools of Public Administration and Policy in Central and Eastern Europe*. Bratislava: NISPAcee, 2008. (With D.Y. Miller, S. Chandra, J. Saslawski, and V. Kreci).

REES-Related Academic Experience

Founder and co-director, Center for Public Policy and Management, University of Pittsburgh in Macedonia, 2001-2008.

DURASKOVIC, LJILJANA	Percentage of Time in Russian and East European Studies: 100%
Visiting Lecturer, Department of Slavic Languages and Literatures	Languages: Bosnian/Croatian/Serbian (5), Russian (5), Czech (2), Bulgarian (2)
Ph.D., Ohio State University, 2013 M.A., University of Montenegro, 2002	Overseas Experience: Montenegro, Serbia, Russia, Poland

Areas of Specialization: Slavic linguistics, historical linguistics, contemporary Russian and Bosnian/Croatian/Serbian, language teaching pedagogy, language testing

Sample of Courses Recently Taught: Elementary, Intermediate, and Advanced Bosnian/Croatian/Serbian; Intermediate and Advanced Russian

Selected Publications

“Adverbial Meanings of Cases in the Novgorod, Laurentian and Hypatian Chronicles,” *Working Papers in Slavic Studies*, 2:41-49, 2003.

Frazeološki problemi prevodjenja (Ruski prevodi prozних tekstova Stevana Sremca), Književno delo Stevana Sremca, Niš, 1997.

REES-Related Academic Experience

Resident Director, University of Pittsburgh Summer Language Institute in Montenegro.

Test reviewer at Defense Language Institute, Monterey, CA, 2011-present.

Certified ILR Oral Proficiency Interview (OPI) Tester, American Council on the Teaching of Foreign Languages, 2008–present.

FEICK, LAWRENCE	Percentage of Time in Russian and East European Studies: 25%
Professor, Katz Graduate School of Business; Director, University Center for International Studies	Languages: German (3)
Ph.D., Pennsylvania State University, 1981 M.S., University of Delaware, 1977	Overseas Experience: Czech Republic, Slovakia, Hungary, Serbia, Montenegro

Areas of Specialization: International marketing, word-of-mouth influence, cross-cultural consumer behavior

Sample of Courses Recently Taught: Marketing Management, International Marketing, Marketing Planning

Selected Publications

“Rethinking the Origins of Involvement and Brand Commitment: Insights from the Postsocialist Central Europe.” *Journal of Consumer Research* (September 2003): 151-169. (With R. Coulter and L. Price).

“Sales Managers’ Perceptions of Gray Markets: The Role of Incentives, Channel Dependence, and Type of Gray Market.” *Journal of Personal Selling and Sales Management* (Fall 2002): 259-269. (With Z. Iqbal).

“Changing Faces: Cosmetics Opinion Leadership among Women in the New Hungary.” *European Journal of Marketing* 36, no. 11/12 (2002): 1287-1308. (With R. Coulter and L. Price).

REES-Related Academic Experience

Administered jointly with REES a U.S. State Department-funded faculty exchange program in Montenegro (2002-2006).

FINKEL, MUGE	Percentage of Time in Russian and East European Studies: 25%
Assistant Professor, Graduate School of Public and International Affairs	Languages: Turkish (5), Japanese (3), German (3), French (2)
Ph.D., University of Virginia, 2002 M.A., International University of Japan, 1996	Overseas Experience: Turkey, Japan

Areas of Specialization: Gender and international development, comparative social policy

Sample of Courses Recently Taught: Comparative Social Policies, International Development, Poverty, Gender Politics, Japanese Politics

Selected Publications

“Evaluating the Potential for Scaling up CDD in the Kyrgyz Republic,” co-authored with Ayse Kudat, in *Scaling up Community Driven Development: A Synthesis of Experience*, IFPRI, 2004.

REES-Related Academic Experience

Attended 2011 Global Summit of Women, “Women Bridging Solutions to the 21st Century,” Istanbul, Turkey, May 2011.

FOREMAN, MEGAN	Percentage of Time in Russian and East European Studies: 75%
Visiting Lecturer, Anthropology	Languages: Hungarian (3), Greek (2)
Ph.D., Princeton University, 2011 M.A., Princeton University, 2011	Overseas Experience: Hungary

Areas of Specialization: Neoliberalism, the state, charity and exchange, transnationalism, nationalism, identity, economic anthropology, methodology and ethics, ethnographic writing, anthropology of memory, global socialism, anthropology of the body, anthropology of sport, cultural anthropology

Sample of Courses Recently Taught: Introduction to Cultural Anthropology, Anthropology of Memory, Self and Identity in Neoliberalism

Selected Publications

“Reading Sovereignty in a Transnational Era.” *Regio: Minorities, Politics, Society*. 9:203-10, 2006

“Constructing Athleticism: Femininity, Bodies, and Discursive Practice.” Prepared for session

“Playing with Gender in Sport and Dance Cultures,” organized by Jennifer Joy Fiers at annual meeting of American Anthropological Association (Chicago, IL), 2013.

“Bodies of Exchange: Charity Marathonizing, the Gift, and the Neoliberal Self.” Prepared for session

“Blurred Boundaries of Care in Neoliberal Times: KONY 2012 and Other Ambiguities of Work and Leisure in Contemporary International Development,” organized by Mary Mostafanezhad at annual meeting of American Anthropological Association (San Francisco, CA), 2012.

FRANK, LINDA	Percentage of Time in Russian and East European Studies: 25%
Associate Professor, Graduate School of Public Health	Overseas Experience: Russia, Lithuania, South Africa, Bosnia
Ph.D., University of Pittsburgh, 1990 M.S., University of Pittsburgh, 1983	

Areas of Specialization: HIV/AIDS, substance abuse and psychiatry in global context

Sample of Courses Recently Taught: HIV/AIDS, Global Infectious Diseases

Selected Publications

“HIV/AIDS and Mental Disorders.” In *Women’s Mental Health Services*. New York: Springer, 2010. (With M. Knox and A. Waggoner).

“Responding to Nursing International Needs for Training: Application of a Training and Consultation Model for Nurses in the Russian Federation,” presentation at the XVII International AIDS Conference, Mexico City, 2008 (with H. Sloane and M. Syrochkina).

“Capacity Building for HIV Prevention, Treatment, and Care in the Ural Region of the Russian Federation,” presentation at the XVI International AIDS Conference, Toronto, 2006 (with H. Sloane and M. Syrochkina).

FRIEZE, IRENE	Percentage of Time in Russian and East European Studies: 25%
Professor, Department of Psychology	Languages: Spanish (2)
Ph.D., University of California, Los Angeles, 1973 M.S., University of California, Los Angeles, 1968	Overseas Experience: Slovenia, Poland, Croatia, Czech Republic, Slovakia, Hungary, Japan, China
	Graduate Advisor: Five dissertations

Areas of Specialization: Attitude changes in college students in Central and Eastern Europe, personality factors relating to desires to emigrate in Central and Eastern Europe, intimate partner violence

Sample of Courses Recently Taught: Psychological Aspects of Human Sexuality, Personality and Social Psychology, Psychology of Gender and Women's Studies, Research Methods

Selected Publications

Li, M., Frieze, I. H., & Olson, J. (2013). "Students' study abroad plans: The influence of psychological factors." *Frontiers: the Interdisciplinary Journal of Study Abroad*, 13, 73-89.

Li, M., Frieze, I. H., Horvat, J., & Mijoč, J., & Olson, J. (2012). "Reasons for leaving home: Comparing predictors of wanting to migrate and travel in Croatian undergraduates." *Migracijske I Etnicke Teme (Migration and Ethnic Themes)*, 28, 7-27.

Frieze, I. H., Li, M., Drevensek, P., Gazvoda, A., Mihelic, S., & Ogrinc, P. (2011). "Psychological factors in migration and place attachment in Slovene students." *Anthropos (Journal of Psychology, Philosophy & Cooperation in Humanistic Studies)*, 3-4, 179-191.

GUILLORY, SEAN	Percentage of Time in Russian and East European Studies: 100%
Research Associate, Center for Russian and East European Studies & Department of History	Languages: Russian (4)
Ph.D., University of California, Los Angeles, 2009 M.A., University of California, Riverside, 1999	Overseas Experience: Russia

Areas of Specialization: Russian and Soviet history (medieval to modern), East European history (medieval to modern), European social and economic history

Sample of Courses Recently Taught: USSR under Stalin, Russia 900-1860, Russia 1860-1917, Russian Revolution, USSR 1917-1934

Selected Publications

"Profiles in Exhaustion and Pomposity: the Everyday Life of Komsomol Cadres in the 1920s," *Carl Beck Papers*, no. 2303, 2014.

"Culture Clash in the Socialist Paradise: Soviet Patronage and African Students' Urbanity in the Soviet Union, 1957-1965," *Diplomatic History*, vol. 38 (2): 271-281.

"The Shattered Self of Komsomol Civil War Memoirs," *Slavic Review*, 71:3, Fall 2012, 546-565.

HANKS, BRYAN	Percentage of Time in Russian and East European Studies: 50%
Associate Professor and Chair, Department of Anthropology	Languages: Russian (4), Spanish (2), German (2)
Ph.D., University of Cambridge, 2003 M.A., University of Sheffield, 1999	Overseas Experience: Russia, U.K., Mongolia, Serbia, Croatia, Slovenia, China, Ukraine
	Graduate Advisor: 12 dissertations

Areas of Specialization: Archaeology of Eurasia, Russian history and archaeology, European prehistory and archaeology

Sample of Courses Recently Taught: Zooarchaeology, Archaeology of War and Violence, Archaeologist Looks at Death, Foundations of European Civilization, Archaeology of Eurasia

Selected Publications

Hanks, B., and R. Doonan. Comments on, M. Frachetti (2012). "Multiregional Emergence of Mobile Pastoralism and Non-uniform Institutional Complexity across Eurasia." *Current Anthropology*, Vol. 53 (1): 23-24.

Hanks, B., Vera Warmuth, et al (2012). "Reconstructing the Origin and Spread of Horse Domestication in the Eurasian Steppe." *Proceedings of the National Academy of Sciences*, Vol. 109(21): 8202-8206.

Hanks, B., and K. Linduff (eds.), 2009. *Social Complexity in Prehistoric Eurasia: Monuments, Metals and Mobility*. New York: Cambridge University Press.

Hanks, B., 2010. "Archaeology of the Eurasian Steppes and Mongolia." *Annual Review of Anthropology* 39: 469-487.

HARBERT, WILLIAM	Percentage of Time in Russian and East European Studies: 50%
Associate Professor and Chair, Department of Geology and Planetary Sciences	Languages: Russian (2)
Ph.D., Stanford University, 1987 M.S., Stanford University, 1983	Overseas Experience: Russia, Ireland, U.K.

Areas of Specialization: Geophysics, geohazards, geographical information systems, energy resources, tectonics

Sample of Courses Recently Taught: Geographical Information Systems, Advanced GIS, Geophysics

Selected Publications

"Paleomagnetism of the Cretaceous Rocks from Kronotskiy Peninsula, East Kamchatka, and Reconstruction of Terrane Trajectories in the NE Pacific Area." *Geology and Tectonic Origins of Northeast Russia: A Tribute to Leonid Parfenov. Stephan Mueller Volume*. (2010).

REES-Related Academic Experience

Presented "Russian Energy Update: 2014" as part of REES lecture series, February 2014.

Presented "Russian Energy Update: 2009" as part of REES lecture series, February 2009.

HARRIS, JONATHAN	Percentage of Time in Russian and East European Studies: 75%
Professor, Department of Political Science	Languages: Russian (4)
Ph.D., Columbia University, 1966 M.I.A., Columbia University, 1959	Overseas Experience: Russia

Areas of Specialization: Stalinist domestic politics, Soviet/Russian foreign and domestic policies

Sample of Courses Recently Taught: Government and Politics of USSR/Russian Federation, Cold War USSR/USA, World Politics, Russian Foreign Policy, Russian Domestic Politics

Selected Publications

“Political Diversity at the Nineteenth Congress of the CPSU, October 1952.” *Russian History* 38 (2011): 85-102.

The Split in Stalin's Secretariat, 1939-1948. Lanham, MD: Lexington Books, 2008.

REES-Related Academic Experience

Editor, Russian and East European Studies Series, University of Pittsburgh Press.

HAYDEN, ROBERT	Percentage of Time in Russian and East European Studies: 50%
Professor of Anthropology, Law, and Public & International Affairs; Senior Advisor, Center for Russian and East European Studies	Languages: Bosnian/Croatian/Serbian (5)
Ph.D., SUNY Buffalo, 1981 J.D., SUNY Buffalo, 1978 M.A., Syracuse University, 1975	Overseas Experience: Serbia, Croatia, Bosnia and Herzegovina, Turkey, Bulgaria, India, Portugal
	Graduate Advisor: 11 dissertations

Areas of Specialization: Anthropology, law, politics, Eastern Europe, India, religious syncretism and conflict

Selected Publications

From Yugoslavia to the Western Balkans: Studies of a European Disunion, 1991-2011. Leiden: Brill, 2013.

“Fahrenheit 96.8: The Cold-Blooded Mass Destruction of ‘Unsuitable’ Books in Croatia in the 1990s.” *Slavic Review* (2013).

“Imagined Commonalities: The Invention of a Late Ottoman ‘Tradition’ of Coexistence” (with Slobodan Naumović). *American Anthropologist* 115 (2013): 319-329.

“Intersecting Religioscapes: A Comparative Approach to Trajectories of Change, Scale, and Competitive Sharing of Religious Spaces.” *Journal of the American Academy of Religion* 81, no. 2 (2013). (With Timothy D. Walker).

REES-Related Academic Experience

Director, Center for Russian and East European Studies, University of Pittsburgh, 1998-2014.

Principal Investigator, “Antagonistic Tolerance: A Comparative Study of Competitive Sharing of Religious Sites.” National Science Foundation and Wenner-Gren Foundation, 2008-2010.

HELBIG, ADRIANA	Percentage of Time in Russian and East European Studies: 75%
Assistant Professor, Department of Music	Languages: Ukrainian (5), Russian (3), German (3)
Ph.D., Columbia University, 2005 M.Phil., Columbia University, 2001 M.A., Columbia University, 1999	Overseas Experience: Ukraine, Czech Republic, Slovakia, Hungary, Uganda
	Graduate Advisor: Four dissertations

Areas of Specialization: Global hip-hop, post-socialist popular music, cultural policy

Sample of Courses Recently Taught: Introduction to World Music; Global Hip-Hop; Carpathian Music Ensemble; Romani Music, Culture & Human Rights (study abroad course)

Selected Publications

Hip Hop Ukraine: Music, Race, and African Migration. Indiana University Press, 2014.

“‘On Stage, Everyone Loves a Black’: Afro-Ukrainian Folk Fusion, Migration, and Post-Socialist Race Relations in Ukraine.” *Current Musicology - Special Issue “Post-Socialist Pop, Music, and Sound Cultures”* 91:7-24, 2011.

“Representation and Intracultural Dynamics: Romani Musicians and Cultural Rights Discourse in Ukraine.” In *Music and Cultural Rights*, eds. Andrew Weintraub and Bell Yung, 269-295. Urbana: University of Illinois Press, 2009.

Culture and Customs of Ukraine. Westwood, CT: Greenwood Press, 2009. (With Oksana Buranbaeva and Vanja Mladineo).

JACOB, W. JAMES	Percentage of Time in Russian and East European Studies: 25%
Assistant Professor, School of Education; Director, Institute for International Studies in Education	Languages: Fijian (4), Kiribati (3)
Ph.D., Univ. of California, Los Angeles, 2004 M.O.B., Brigham Young University, 2001 M.A., Brigham Young University, 2001	Overseas Experience: Kosovo, China, Taiwan, Uganda, Kenya, Sudan
	Graduate Advisor: 28 dissertations

Areas of Specialization: Higher education management and change, organizational development

Sample of Courses Recently Taught: Comparative Higher Education, Social Theories and Education in a Global Context

Selected Publications

Beyond the Comparative: Advancing Theory and Its Application to Practice. Boston, Taipei, London, Rotterdam: Sense Publishers, 2011 (Editor with John C. Weidman).

Policy Debates in Comparative, International and Development Education. New York: Palgrave Macmillan, 2011 (Editor with John N. Hawkins).

Inequality in Education: Comparative and International Perspectives. Hong Kong & Dordrecht, The Netherlands: CERC/Springer, 2008 (Editor with D.B. Holsinger).

“Mapping Theories in Comparative, International, and Development Education (CIDE) Research.” In *Global Trends in Education Policy*, edited by David P. Baker and Alexander W. Wiseman. New York: Elsevier Science, Ltd., 2005. (With S. Y. Cheng.)

REES-Related Academic Experience

Conducted needs assessment for USAID-funded curriculum development project in Kosovo, 2008.

KLIMOVA, OLGA	Percentage of Time in Russian and East European Studies: 100%
Instructor, Department of Slavic Languages and Literatures	Languages: Russian (5), Belarusian (4), Polish (3), German (2), French (2)
Ph.D., University of Pittsburgh, 2013 M.A., University of Pittsburgh	Overseas Experience: Russia

Areas of Specialization: Russian and Soviet culture and cinema

Sample of Courses Recently Taught: Masterpieces of 20th Century Russian Literature, History of Russian Cinema 2, Masterpieces of 19th Century Russian Literature, Russian Short Story in Context, Intensive Intermediate Russian, Intensive Fourth-Year Russian, Russian Fairy Tales

Selected Publications

- “Reading Other People’s Letters in the 1970s: Reconstructing Soviet Spectatorship in Il’ia Averbakh’s *Other People’s Letters*.” *The Soviet and Post-Soviet Review* (April 2013): 1-35.
- “Hellman, Ben and Andrei Rogachevskii. Filming the Unfilmable: Casper Wrede’s *One Day in the Life of Ivan Denisovich*.” (Book Review). *Slavic and East European Journal* 56.2 (Summer 2012).
- “Anti-Soviet Kitsch in Perestroika Melodrama: Sergei Solov’ev’s *Assa*.” *Studies in Slavic Cultures* (October 2012). University of Pittsburgh, Department of Slavic Languages and Literatures: 47-59.

REES-Related Academic Experience

Russian Program Coordinator, University of Pittsburgh Summer Language Institute, 2013.
Resident Assistant Director, University of Pittsburgh Summer Language Institute at Moscow State University, 2008-2009 and 2011.
ACTFL-certified OPI tester in Russian.

KUCHINSKAYA, OLGA	Percentage of Time in Russian and East European Studies: 50%
Assistant Professor, Communication	Languages: Russian (5)
Ph.D. University of California, San Diego, 2007	Overseas Experience: Russia, Belarus, Ukraine

Areas of Specialization: Production of knowledge and ignorance of environmental hazards, Chernobyl

Sample of Courses Recently Taught: Special Topics in Mass Communication: Media and Global Nature/Culture

Selected Publications

- “Twice invisible: Formal representations of radiation danger.” *Social Studies of Science*, vol. 43, no. 1, 78-96. 2014.
- “Articulating the Signs of Danger: Lay Experiences of Post-Chernobyl Radiation Risks and Effects.” *Public Understanding of Science*, 2011.
- “Communism and the Nuclear Core. Review of Paul R. Josephson, *Red Atom: Russia’s Nuclear Power Program from Stalin to Today*.” *Metascience* (2006) 15: 553-555.
- “Identity and Persona: Time Perspectives in Online Chatroom Interactions” (*Lichnost’ i maska: vremennaya perspektiva obshcheniya v chatah*). *Psichologicheskii Zhurnal*, Journal of the Belarusian Academy of Sciences, Vol. 3(1), 2006, 51-59.

LIDER, ILKNUR	Percentage of Time in Russian and East European Studies: 50%
Instructor, Department of Linguistics	Languages: Turkish (5), French (2)
M.P.I.A., University of Pittsburgh, 1992 B.S., Middle East Technical University, 1989	Overseas Experience: Turkey

Areas of Specialization: Turkish language, culture, and history

Sample of Courses Recently Taught: Beginning through Advanced Turkish, Intensive Beginning Turkish

REES-Related Academic Experience

ACTFL-certified OPI tester in Turkish.

Selection Panel, Critical Language Scholarship Program, Bureau of Educational and Cultural Affairs, U.S. Department of State, February 2013.

Campus Committee, Boren Awards for International Study, University of Pittsburgh Honors College, January 2012.

LINDEN, RONALD	Percentage of Time in Russian and East European Studies: 50%
Professor, Department of Political Science; Director, European Studies Center/European Union Center of Excellence	Languages: Romanian (4), Russian (3), Turkish (2)
Ph.D., Princeton University, 1976 M.A., University of Michigan, 1971	Overseas Experience: Turkey, Romania, Bulgaria, Russia
	Graduate Advisor: Seven dissertations

Areas of Specialization: Southeastern Europe, politics and foreign policy, international relations of Turkey and Russia, European international relations

Sample of Courses Recently Taught: East Europe in World Politics; East Europe: Communism, Transition, Post-Communism; Foreign Policies in a Changing World

Selected Publications

“Turkey and the Balkans: New Forms of Political Community?” *Turkish Studies* 14, no. 2 (2013): 229-55. (With Yasemin Irepoğlu).

Turkey and Its Neighbors: Foreign Relations in Transition. Boulder, CO: Lynne Rienner, 2012. (With Ahmet Evvin, Kemal Kirişçi, Thomas Straubhaar, Nathalie Tocci, Juliette Tolay, and Joshua Walker).

“EU Accession and the Role of International Actors.” In *Central and East European Politics: From Communism to Democracy*, eds. Sharon Wolchick and Jane Curry, 129-146. Lanham, MD: Rowman and Littlefield, 2008.

REES-Related Academic Experience

Co-editor, *Carl Beck Papers in Russian and East European Studies*, 1982-present.

Associate Editor, *Problems of Post-Communism*, 2006-present.

LIVEZEANU, IRINA	Percentage of Time in Russian and East European Studies: 75%
Associate Professor, Department of History	Languages: Romanian (5), Russian (2), French (4), German (3), Italian (3), Polish (2)
Ph.D., University of Michigan, 1986 M.A., University of Michigan, 1979	Overseas Experience: Romania, Israel, Moldova, France, Germany, Hungary, Poland, Norway, Czech Republic, Turkey, Netherlands
	Graduate Advisor: 32 dissertations

Areas of Specialization: East Central Europe, 20th century avant-garde movements, intellectuals and politics, Jewish history, Holocaust

Sample of Courses Recently Taught: East European Civilization, Political East Europe, Gender in Modern Europe, Holocaust in Eastern Europe, Crises of Modernization in East Central Europe

Selected Publications

The Routledge History of East Central Europe since 1700 (with Arpad von Klimó), forthcoming.

Women & Gender in Central and Eastern Europe, Russia and Eurasia: A Comprehensive Bibliography. Volume I, *Southeastern and East Central Europe* (with June Pachuta Farris). M.E. Sharpe, 2007.

Cultural Politics in Greater Romania: Regionalism, Nation Building, and Ethnic Struggle, 1918-1930. Cornell Paperbacks, 2000.

LUKACS, GABRIELLA	Percentage of Time in Russian and East European Studies: 25%
Assistant Professor, Department of Anthropology	Languages: Hungarian (5), Japanese (4)
Ph.D., Duke University, 2005 M.A., University of Budapest, 1995	Overseas Experience: Hungary, Japan
	Graduate Advisor: 10 dissertations

Areas of Specialization: Mass culture, television, new media, media globalization, capitalism, political economy, consumer culture, labor, subjectivity, gender, neoliberal governmentality

Sample of Courses Recently Taught: Anthropology of Work, Anthropology of Television

Selected Publications

“Employment as lifestyle in 1990s workplace dramas.” In *Global Futures in East Asia*, eds. Ann Anagnost, Andrea Arai, and Hai Ren. Stanford University Press, forthcoming.

Scripted Affects, Branded Selves: Television, Subjectivity, and Capitalism in 1990s Japan. Durham, N.C.: Duke University Press (2010).

REES-Related Academic Experience

Research project, “Censorship in Children’s Programming during the Socialist Period in Hungary.”

MAKSYMENKO, SVITLANA	Percentage of Time in Russian and East European Studies: 50%
Visiting Lecturer, Department of Economics	Languages: Ukrainian (5), Russian (5), Polish (3)
Ph.D., Temple University, 2006 M.A., Temple University, 2003	Overseas Experience: Ukraine, Czech Republic, Poland, Argentina, South Africa, China

Areas of Specialization: International Economics, Economics of Central and Eastern European Countries

Sample of Courses Recently Taught: International Economics, Introduction to Microeconomics

Selected Publications

“Macroeconometric Study of Ukraine’s Growth and Reform (2012),” with L. Klein and F. Kushnirsky. *Journal of Policy Modeling*, Vol. 34(3), 325-340.

“Fertility, Money Holdings, and Economic Growth: Evidence from Ukraine.” *Comparative Economic Studies* 51 (2009): 75-99.

“The Cost of Euro Adoption in Central and Eastern Europe: A Welfare Analysis.” (Working paper with N. Muravytska).

REES-Related Academic Experience

Director of “Pitt in Prague and Krakow” summer study abroad program on policy and economics in Czech Republic and Poland.

MALYKHINA, SVITLANA	Percentage of Time in Russian and East European Studies: 100%
Instructor, Department of Slavic Languages and Literatures	Languages: Ukrainian (5), Russian (5), French (3)
M.A., State University of New York, Albany, 2004	Overseas Experience: Ukraine, Russia

Areas of Specialization: Ukrainian language, Russian language and literature, Russian translation

Sample of Courses Recently Taught: Beginning Intensive Ukrainian, Beginning through Advanced Intensive Russian

Selected Publications

“Video podcasting: teaching students of Russian pragmatic knowledge.” *Educational Technologies in a Virtual Linguistic-Communicative Space*. Middlebury College/Moscow State University of Economics, 2011: 132-137.

REES-Related Academic Experience

Russian Program Coordinator, University of Pittsburgh Summer Language Institute, 2009-2011.

Resident Director, University of Pittsburgh Summer Language Institute at Moscow State University, 2011.

Resident Assistant Director, University of Pittsburgh Summer Language Institute at Moscow State University, 2010.

ACTFL-certified OPI tester in Russian.

MANUKYAN, KATHLEEN	Percentage of Time in Russian and East European Studies: 100%
Visiting Lecturer, Department of Slavic Language and Literatures	Languages: Russian (5), Czech (2), Italian (2)
Ph.D., The Ohio State University, 2011 M.A., The Ohio State University, 2008	Overseas Experience: Russia, Ukraine

Areas of Specialization: Russian Romanticism, Russian Silver Age, Russian music and dance, phonetics

Sample of Courses Recently Taught: Elementary Russian, Intermediate Russian, Fourth-Year Russian, Russian Short Story in Context, Forbidden Love on Page and Screen, Early Russian Culture, Gogol, Russian Literature through Music, Russian Literature of the Late 17th and 18th Century, Russian Conversation Practice, Formative Masterpieces of Russia 19th Century

Selected Publications

“The Poet and His Readers: Three Lyrics and an Unfinished Story of Alexander Pushkin.” *Pushkin Review*. Vol. 12-13 (2009-2010).

“From Maidens to Mugs: The Motif of the Mirror in the Works of Nikolai Gogol.” *Canadian Slavonic Papers*. Vol. 51. No. 2-3 (June-September 2009), 267-286.

REES-Related Academic Experience

Discussant for panel, “19th Century European Literature,” at “Europe: East and West” Undergraduate Research Symposium, Center for Russian and East European Studies, University of Pittsburgh, April 2013.

Organizer for panel, “20th Century National Theater (Caucasus and Central Asia): Tradition and Modernity,” at ASEES Conference, New Orleans, November 2012.

MARKOFF, JOHN	Percentage of Time in Russian and East European Studies: 25%
Professor, Department of Sociology	Languages: Polish (2), French (4), Spanish (3), Portuguese (2)
Ph.D., The Johns Hopkins University, 1972	Overseas Experience: Poland, France, Spain, Argentina, Brazil
	Graduate Advisor: 34 dissertations

Areas of Specialization: History of democracy, social movements

Sample of Courses Recently Taught: Social Movements

Selected Publications

“Successful Uprisings against Authoritarian Regimes.” *Australian Journal of Political Science* 48(2), 2013 (June), 233-245.

“Democracy’s Past Transformations, Present Challenges and Future Prospects.” *International Journal of Sociology* 43(2), 2013 (Summer), 13-40.

“The Global Wave of Democratization.” In *Democratization in a Globalized World*, ed. Christian W. Haerpfer, Ronald Inglehart, Chris Welzel, and Patrick Bernhagen. Oxford: Oxford University Press, 2009. (With Amy White).

“Globalization and the Future of Democracy.” In *Global Social Change: Historical and Comparative Perspectives*, ed. Chris Chase-Dunn and Salvatore Babones, 336-361. Baltimore: Johns Hopkins University Press, 2006.

MATZA, TOMAS	Percentage of Time in Russian and East European Studies: 75%
Assistant Professor, Department of Anthropology	Languages: Russian (4)
Ph.D., Stanford University, 2011	Overseas Experience: Russia

Areas of Specialization: Mental health practices in Russia, transnational climate change work

Sample of Courses Recently Taught: Environmental Anthropology, Anthropology and Psychology, Fieldwork Methods in Cultural Anthropology, Everyday Life after Socialism, Social Life of Climate Change, Anthropology of Post-Soviet Russia

Selected Publications

“Putting Foucault to Work: Analytic and Concept in Inquiry.” *Critical Inquiry* 39(4), 2013: 817-840. Co-authored with Colin Koopman.

““Good Individualism”? Psychology, Ethics and Neoliberalism in Postsocialist Russia.” *American Ethnologist* 39(4), 2012: 805-819.

“Moscow’s Echo: Technologies of the Self, Publics and Politics on the Russian Talk Show.” *Cultural Anthropology* 24(3), 2009: 489-522.

McCAUSLAND, GERALD	Percentage of Time in Russian and East European Studies: 100%
Lecturer and Russian Language Coordinator, Department of Slavic Languages and Literatures	Languages: Russian (4), German (3), Spanish (2), French (2)
Ph.D., University of Pittsburgh, 2006	Overseas Experience: Russia

Areas of Specialization: Russian cinema, Russian culture, Russian literature, teaching of Russian as a foreign language, second language acquisition

Sample of Courses Recently Taught: Elementary and Intermediate Russian, History of Russian Film 1, Russian Short Story, Modern Russian Culture, Masterpieces of 19th Century Russian Literature

Selected Publications

“Commissar,” “4.” *100 Russian Films: The Canon of the Russian Cinema*. Moscow: NLO. (2010).

“Permafreaks.” In *The Oeuvre of Nina Sadur*, eds. Karin Sarsenov, Helena Goscilo, and David Birnbaum, 195-206. Pittsburgh: Department of Slavic Languages and Literatures, University of Pittsburgh, 2005.

Trans. *The Cursed Years: Reminiscences of a Holocaust Survivor*. Udler, Rubin. 2006.

REES-Related Academic Experience

Resident Director, University of Pittsburgh Summer Language Institute at Moscow State University, 2009-2010 and 2012-2014.

Presented “Welcome Back: The Return to Chechnya in Russian Cinema” at annual meeting of Modern Language Association, 2008.

Completed ACTFL OPI tester training in Russian.

McCLOSKEY, BARBARA	Percentage of Time in Russian and East European Studies: 25%
Associate Professor, Department of History of Art and Architecture	Languages: German (3), French (2), Spanish (2)
Ph.D., Northwestern University, 1992 M.A., Northwestern University, 1988	Overseas Experience: Germany
	Graduate Advisor: 10 dissertations

Areas of Specialization German 20th century art; 19th and 20th century theory and history of modern art

Sample of Courses Recently Taught: Art in the Third Reich, Foundations in Art History, Introduction to Modern Art, Expressionism

Selected Publications

“Dialectic at a Standstill: East German Socialist Realism of the Stalin Era.” In *Art of the Two Germanys: Cold War Cultures*, 104-117. Los Angeles: Los Angeles County Museum of Art, 2009.

“The Face of Socialism: George Grosz and José Carlos Mariátegui’s *Amauta*.” *Third Text* 22, no. 4 (July 2008): 455-465.

Artists of World War II. New York: Greenwood Press, 2005.

George Grosz and the Communist Party: Art and Radicalism in Crisis, 1918 to 1936. Princeton: Princeton University Press, 1997.

METIL, ROBERT	Percentage of Time in Russian and East European Studies: 75%
Instructor, Department of Slavic Languages and Literatures	Languages: Polish (4), Slovak (4), Russian (3), Ukrainian (3)
Ph.D., University of Pittsburgh, 2000	Overseas Experience: Slovakia, Poland, Ukraine, Russia, Croatia, Slovenia, Czech Republic, Hungary, Austria, Serbia, Bosnia, Bulgaria, Macedonia

Areas of Specialization: Literature, folklore, ethnography, ethnomusicology

Sample of Courses Recently Taught: Sci-Fi: East and West, Vampire: Blood and Empire, Madness and Madmen in Russian Culture, Russian Short Story in Context

Selected Publications

Presented “*A Word to One’s Own People: Social History and Autobiography in a Rusyn Poem by Emil Capcara*” on panel “Speaking Lives: The Secular and the Sacred” at AAASS national convention, Boston, November 2009.

“Rusnak Song, Tattoos on Concrete, the Lethal Function of Narrative, and the Metaphor of Skin for Identity in Eastern Slovakia.” In *Manifold Identities: Studies on Music and Minorities*, ed. Anna Czekanowska, et al. London: Cambridge Scholars Press, 2004.

REES-Related Academic Experience

Library Curator and Bibliographer, National Slovak Society of the USA, McMurray, PA, 2006-present.

MILLER, DAVID	Percentage of Time in Russian and East European Studies: 25%
Professor and Associate Dean, Graduate School of Public and International Affairs	Overseas Experience: Serbia, Slovakia, Macedonia, Russia, Korea, Malaysia
Ph.D., University of Pittsburgh, 1998 MPA, Kent State University, 1971	

Areas of Specialization: Regional governance, urban public finance, policy research methods

Sample of Courses Recently Taught: Comparative Regional Governance, Urban Public Finance

Selected Publications

Konkurentspodobnost' munitsipal'nikh obrazovaniy kak faktor razvitiya regional'noi ekonomiki i predprinimatel'stva. Samara, Russia: International Market Institute, 2012. (With Louis Picard, Andrew Konitzer, Evgenii Postnikov, Vadim Chumak, Vladimir Ramzaev, Sergei Perov, Lydia Goverdovskaya, Elena Kukol'nikova, Denis Berezovskii, and Mikhail Ramzaev.)

“Reframing the Political and Legal Relationship between Local Governments and Regional Institutions.” In *Networked Governance: The Future of Intergovernmental Management*, eds. Jack W. Meek and Kurt Thurmaier. 2011.

REES-Related Academic Experience

Organized training for local government officials from Samara, Russia through U.S. Russia Foundation grant to REES and GSPIA, 2011.

Co-Director and Professor, Center for Public Policy and Management, Skopje, Macedonia, 2000-2006.

MONTGOMERY, DAVID	Percentage of Time in Russian and East European Studies: 75%
Visiting Assistant Professor, Department of Anthropology	Languages: Russian (4), Albanian (3), Kyrgyz (3), Spanish (3), French (3)
Ph.D., Boston University, 2007 M.A., Boston University, 2003 M.A., Michigan State University, 1994	Overseas Experience: Kyrgyzstan, Tajikistan, Uzbekistan, Albania, Russia

Areas of Specialization: Religion and culture in Kyrgyzstan, Central Asia, and Albania; conflict and peacebuilding

Sample of Courses Taught: Anthropology of Central Asia, Anthropology of Islam, Religion and Culture, Anthropology of Conflict and Peacebuilding

Selected Publications

Practicing Islam: Knowledge, Experience, and Social Navigation in the Kyrgyz Republic. Pittsburgh: University of Pittsburgh Press (forthcoming).

“Towards a Theory of the Rough Ground: Merging the Policy and Ethnographic Frames of Religion in the Kyrgyz Republic.” *Religion, State, and Society* 42:1, 2014, 23-45.

“Relations Made over Tea: Reflections on a Meaningful Life in a Central Asian Mountain Village.” *Central Asian Survey* 32:4, 2013, 475-486.

“Negotiating Well-Being in Central Asia.” *Central Asian Survey* 32:4, 2013, 423-431.

MURTAZASHVILI, ILIA	Percentage of Time in Russian and East European Studies: 25%
Assistant Professor, Graduate School of Public and International Affairs	Overseas Experience: Afghanistan
Ph.D, University of Wisconsin–Madison, 2009 M.A., University of Wisconsin–Madison, 2005	

Areas of Specialization: Political economy, emergence and change in property institutions, resource management, institutional design, local land use and zoning, civil-military relations

Sample of Courses Taught: Environmental Economics: Managing Natural Resources, Political Economy of Property Rights, Resources, and Development, Seminar in Energy Policy: Shale Gas in Comparative Perspective

Selected Publications

Arms and the University: Military Presence and the Civic and Liberal Education of Non-Military Students (with Donald Alexander Downs). Cambridge University Press, 2012.

Property Rights and Political Violence: The Political Economy of Land and State in Afghanistan (with Jennifer Murtazashvili), forthcoming.

MURTAZASHVILI, JENNIFER	Percentage of Time in Russian and East European Studies: 25%
Assistant Professor, Graduate School of Public and International Affairs	Languages: Russian (5), Uzbek (4), Farsi/Dari/Tajiki (4), Turkish (2)
Ph.D., University of Wisconsin–Madison, 2009 M.A., University of Wisconsin–Madison, 2006 M.A., University of Wisconsin–Madison, 2003	Overseas Experience: Uzbekistan, Tajikistan, Afghanistan, Kyrgyzstan, Kazakhstan

Areas of Specialization: Political economy of development, politics of Central and South Asia, politics of the former Soviet Union, Afghanistan, state building, informal institutions and customary governance, political Islam

Sample of Courses Taught: Administration of Public Affairs, Global Governance, State Building, Political Islam, Politics of Central Asia, Institutions and Development

Selected Publications

Evaluation Baseline Report: Tajikistan Local Governance Project Impact Evaluation. United States Agency for International Development: Washington, DC. 2013.

“Colored by Revolution: The Political Economy of Autocratic Stability in Uzbekistan.” *Democratization* 19, no. 1 (2012): 78-97.

“Soviet Union in Central Asia.” In *Volume 4: Cultural Sociology of West, Central, and South Asia; Part 3, 1900 to Present: Soviet Union in Central Asia*, 2012.

REES-Related Academic Experience

“Researching Local Governance in Tajikistan” (2013-2015): Co-Principal Investigator (with Daniel Rubenson). Three-year impact evaluation of local governance reform efforts at sub-district level (jamoat) in rural Tajikistan. Supported by USAID and Government of Tajikistan.

MYLOVANOV, TYMOFIY	Percentage of Time in Russian and East European Studies: 25%
Assistant Professor, Department of Economics	Languages: Ukrainian (5), Russian (5)
Ph.D, University of Wisconsin–Madison, 2004	Overseas Experience: Ukraine, Germany

Areas of Specialization: Microeconomic theory, contract theory, mechanism and auction design

Sample of Courses Taught: Development Economics, Introductory and Intermediate Microeconomics

Selected Publications

“A way forward for Ukraine,” with Scott Gehlbach and Roger Myerson. *New York Times*, March 19, 2014.

“Fixing Ukraine’s fundamental flaw,” with Roger Myerson. *Kyiv Post*, March 7, 2014.

REES-Related Academic Experience

Presented “Decentralization in Ukraine” as part of REES lecture series, March 2014.

NISNEVICH, ANNA	Percentage of Time in Russian and East European Studies: 50%
Assistant Professor, Department of Music	Languages: Russian (5), German (2)
Ph.D., University of California–Berkeley, 2007	Overseas Experience: Russia
M.A., University of California–Berkeley, 2000	
	Graduate Advisor: Five dissertations

Areas of Specialization: Music history and literature, musicology, 19th and 20th century European and American art music, Russian art music, opera and ballet

Sample of Courses Recently Taught: Introduction to Western Art Music, History of Western Art Music from 1750 to Present, Music in European Capitals at the Turn of the 20th Century, History of Russian Music, Opera and Embodiment

Selected Publications

“Temporary Floods, Eternal Returns: Opera, Technology, and History in Two Films of Alexander Sokurov.” In *Opera Quarterly* 26.1 (2010).

“Review of Ludmila Korabelnikova’s *Alexander Tcherepnin: The Saga of a Russian Émigré Composer*.” In *Russian Review* 67, no. 3 (Fall 2008).

“‘Under the Peaceful Canopy of the Arts’: Russian Cantata at the Turn of the Twentieth Century and the Politics of Aestheticization.” Presented at American Association for the Advancement of Slavic Studies convention, Philadelphia, PA, November 2008.

REES-Related Academic Experience

Presented “Shostakovich Dancing” as part of REES lecture series, October 2006.

Institute of Slavic, East European, and Eurasian Studies Travel Grant for presentation of paper, “Opera as Mechanism: The Case of Prokofiev’s Love for Three Oranges,” at the Fourth Biennial Conference for Twentieth Century Music at the University of Sussex, 2005.

NOVOSEL, ANTHONY	Percentage of Time in Russian and East European Studies: 25%
Instructor, Department of History	Overseas Experience: U.K., Ireland
Ph.D., University of Pittsburgh, 2005 M.A., University of Pittsburgh, 1991	

Areas of Specialization: The “Great War,” the “Troubles” in Northern Ireland

Sample of Courses Recently Taught: Great War – World War I in Comparative Perspective, Western Civilization II (University Honors College), History of the Russian Revolution 1917-1932

Selected Publications

Northern Ireland’s Lost Opportunity: The Frustrated Promise of Political Loyalism. Pluto Press, 2013.

REES-Related Academic Experience

Panel discussant for annual “Europe: East and West” Undergraduate Research Symposium, 2005–present.

Ph.D. dissertation focused on Nikolai Bukharin and Russian/Soviet history (2005).

OLSON, JOSEPHINE	Percentage of Time in Russian and East European Studies: 25%
Professor, Katz Graduate School of Business; Director, International Business Center	Languages: Czech (2), Spanish (3), French (2), Dutch (2)
Ph.D., Brown University, 1970	Overseas Experience: Czech Republic, Hungary, Chile, Netherlands, France, Peru, Mexico, Brazil

Areas of Specialization: International economics and labor economics

Sample of Courses Recently Taught: Key Issues in International Economics for Managers, International Field Trip to Chile

Selected Publications

“Reasons for Leaving Home: Comparing Predictors of Wanting to Migrate and Travel in Croatian Undergraduates.” *Migracijske i etničke teme (Migration and Ethnic Themes)* 28 (2012): 7-27. (With M. Li, I. Frieze, J. Horvat, and J. Mijoč).

“Beliefs in Equality for Women and Men as Related to Economic Factors in Central and Eastern Europe and the United States.” *Sex Roles* 56 (2007): 297-308. (With I. Frieze, S. Wall, B. Zdaniuk, A. Ferligoj, T. Kogovšek, J. Horvat, N. Šarlija, E. Jarošová, D. Pauknerová, L.A.N. Luu, M. Kovacs, J. Miluska, A. Orgocka, L. Erokhina, O. Mitina, L.V. Popova, N. Petkevičiute, M. Pejic-Bach, M.R. Makovec, and S. Kubušová).

“Transition from Communism.” In *The Blackwell Encyclopedia of Sociology*, ed. G. Ritzer, 5047-5050. Oxford: Blackwell Publishing, 2007. (With I. Frieze).

PADUNOV, VLADIMIR	Percentage of Time in Russian and East European Studies: 75%
Associate Professor, Department of Slavic Languages and Literatures; Associate Director, Film Studies Program	Languages: Russian (5), German (4), French (4)
Ph.D., Cornell University, 1983	Overseas Experience: Russia, Kazakhstan, Albania
	Graduate Advisor: 11 dissertations

Areas of Specialization: Russian and Soviet cinema, Central Asian cinema, cultural politics, media studies

Sample of Courses Recently Taught: Literary Readings in Russian, From Thaw to Perestroika, Formative Masterpieces of 19th Century Russian Literature, Stalin at the Movies: Soviet Cinema 1934-1953, Man and Superman, Dostoevsky: The Major Novels, Developing Enhanced Russian Reading Proficiency 1, Cinema of the Thaw and Stagnation, Russian Drama

Selected Publications

- “Filling in the Blank Spots in Cinema Studies” (“Kak my otkryvali rossiiskoe kino”). In *Iskusstvo kino* 4 (2011): 48-50.
- “Reviewing a Lost Civilization: Sergei Loznitsa’s *Revue* (2008).” *The Russian Review* 68.4 (October 2009): 684-687.
- “Storing and Restoring History: Gosfil’mofond and 10th Belye Stolby Film Festival.” *KinoKultura* 12 (April 2006).
- “Lebedinaia pesnia: Pechal’naia sud’ba *Pesni o Rossii* Gregori Ratoffa (1944)”]; translation of “Swan Song: The Sad Fate of Gregory Ratoff’s Song of Russia (1944).” *KinoForum* 1 (2006): 45-47.

REES-Related Academic Experience

Director, annual Pittsburgh Russian Film Symposium (1999-present).

Co-editor, *Studies in Russian and Soviet Cinema*.

Deputy editor, *KinoKultura*.

Editorial board member, *Russian Studies in Literature*.

PAPANASTASIOU, ARETI	Percentage of Time in Russian and East European Studies: 100%
Instructor, Department of Linguistics	Languages: Modern Greek (5), French (3), German (3), Latin (3)
ABD, University of Chicago M.A., University of Massachusetts, 1990	Overseas Experience: Greece, India, Egypt

Area of specialization: Modern Greek language; Byzantine and Western medieval art; Greek, Roman, and pre-Columbian art

Sample of courses recently taught: Beginning and Intermediate Modern Greek

Selected Publications

- “Gifts of Passage: Ritual and Representation in Middle Byzantine Cypriot Churches.” *Proceedings of the Third International Congress of Cypriot Studies, 16-20 April 1996*.

PETERS, B. GUY	Percentage of Time in Russian and East European Studies: 25%
Professor, Department of Political Science; Adjunct Professor, Graduate School of Public and International Affairs	Languages: French (3), German (2), Spanish (3), Swedish (3)
Ph.D., Michigan State University M.A., Michigan State University	Overseas Experience: Slovakia, Estonia, Sweden, Belgium, Denmark

Areas of Specialization: European politics, comparative public administration, comparative public policy

Sample of Courses Taught: Western European Government and Politics, Concepts and Theories of Comparative Politics

Selected Publications

The Politics of Representative Bureaucracy. Cheltenham: Edward Elgar, 2013. (With Eckhard Schröter and Patrick von Maravic).

Public Administration in a Time of Crisis. Bratislava: NISPACE Press, 2012. (Co-edited with Rainer Kattel).

Nacka Administracja. Warsaw: Kluwer, 2010.

Mixes, Matches, and Mistakes: New Public Management in the States of the Former Soviet Union. Budapest: LGI, 2009.

PICARD, LOUIS	Percentage of Time in Russian and East European Studies: 25%
Professor, Graduate School of Public and International Affairs	Languages: Danish (4), French (4), Swahili(4), German(2), Setswana (2), Spanish (2)
Ph.D., University of Wisconsin–Madison, 1977 M.A., University of Wisconsin–Madison, 1970 B.A., University of Michigan, 1965	Overseas Experience: Hungary, Guyana, South Africa, Germany, Czech Republic, Austria, Ghana, Poland, Palestine, Russia

Areas of Specialization: Development management and local politics, human resource development and planning, political constraints on rural development strategies

Sample of Courses Recently Taught: Introduction to Public Affairs; Development Administration: Foreign Aid and Policy; Foreign Aid, Foreign Policy and Development Management; Governance, Local Government and Civil Society

Selected Publications

Konkurentssposobnost' munitsipal'nikh obrazovaniy kak faktor razvitiya regional'noi ekonomiki i predprinimatel'stva. Samara, Russia: International Market Institute, 2012. (With Andrew Konitzer, David Miller, Evgenii Postnikov, Vadim Chumak, Vladimir Ramzaev, Sergei Perov, Lydia Goverdovskaya, Elena Kukol'nikova, Denis Berezovskii and Mikhail Ramzaev).

A Fragile Balance: Re-examining the History of Foreign Aid, Security, and Diplomacy. Kumarian Press, 2009. (With Terry Buss).

Foreign Aid and Foreign Policy: Lessons for the Next Half-Century. MEShare, 2007. (Co-editor with Terry Buss).

REES-Related Academic Experience

Provided training for local government officials from Samara, Russia through U.S. Russia Foundation grant to REES and GSPIA, 2011.

PLATT, JONATHAN	Percentage of Time in Russian and East European Studies: 100%
Assistant Professor, Department of Slavic Languages and Literatures	Languages: Russian (5)
Ph.D., Columbia University, 2008	Overseas Experience: Russia, Finland

Areas of Specialization: Alexander Pushkin's works and reception, Romanticism and Post-Romanticism, Stalinist culture, intertextual poetics, conceptual aesthetics, discourses of modernity
Sample of Courses Recently Taught: Formative Masterpieces, Man and Superman, Fourth-Year Russian, Pushkin and Lermontov, Bakhtin's Aesthetics, 19th Century Russian Poetry, Stalinist Culture in the 1930s, Nabokov

Selected Publications

- "The Poetics of Dry Transgression in Pushkin's Necro-Erotic Verse." *Taboo Pushkin: Topics, Texts, Interpretations*, ed. Alyssa Gillespie (Madison: Wisconsin University Press, 2012).
 "Platonov, Incommensurability, and the 1937 Pushkin Jubilee." *Andrei Platonov: Style, Context, Meaning*, ed. Katharine Holt and Boris Gasparov. *Urbandus* 14 (2012).
 "Between Thought and Feeling: Odoevsky, Pushkin, and Dialectical Doubt in 1833." *Pushkin Review* 12-13 (2009-2010).
 "Pushkin Now and Then: Images of Temporal Paradox in the 1937 Jubilee." *Russian Review* 67.4 (October 2008).

ROBINSON, SABRINA	Percentage of Time in Russian and East European Studies: 75%
Instructor, Department of Slavic Languages and Literatures	Languages: Russian (3)
M.F.A., University of Michigan, 2007	Overseas Experience: Russia

Areas of Specialization: Russian literature and culture
Sample of Courses Recently Taught: Sci-Fi: East and West, Madness and Madmen in Russian Culture, Cross-Cultural Representations of Prison: 20th Century

SECKLER, DAWN	Percentage of Time in Russian and East European Studies: 100%
Instructor, Department of Slavic Languages and Literatures; Program Manager, Center for Russian and East European Studies	Languages: Russian (4), French (2)
Ph.D., University of Pittsburgh, 2009 M.A., University of Pittsburgh, 2001	Overseas Experience: Russia

Areas of Specialization: Russian language, literature, film and culture

Sample of Courses Recently Taught: Russian Fairy Tales, Forbidden Love: Page and Screen

Selected Publications

“What Does *Zhanr* Mean in Russian?” Introduction to *Directory of Russian Cinema*, ed. Birgit Beumers. Bristol, UK: Intellect Ltd. 2010.

Review of *Gromozeka* by Vladimir Kott. *Kinkultura* 34 (2011).

(<http://www.kinokultura.com/2011/34r-gromozeka.shtml>).

REES-Related Academic Experience

Invited Speaker, Colby College. Panel: “Foreign Language Matters,” Waterville, ME, November 2012.

Presented “Balabanov’s Ideological Soundtracks or Goodbye America,” ASEEES convention, New Orleans, November 2012.

Invited Speaker, University of Oregon. “Hippies and Hipsters: Recent Russian Cinema’s American Dream,” Eugene, OR, March 2011.

SKINNER, CHARLES	Percentage of Time in Russian and East European Studies: 25%
Adjunct Professor, Graduate School of Public and International Affairs	Languages: Bosnian/Croatian/Serbian (2), German (4), French (2), Spanish (2)
Ph.D., Harvard University, 1979 M.A., Harvard University, 1970	Overseas Experience: Serbia, Germany, U.K.

Areas of Specialization: European history, U.S. foreign affairs, diplomacy

Sample of Courses Recently Taught: NATO and Alliance Management, The American Way of Diplomacy, International History

REES-Related Academic Experience

Presented “An Insider’s View of US-European Union Relations: What Should the Next Administration Expect?” at Vanderbilt University, Nashville, November 2007.

STEPANOVA-SIPPER, NATALYA	Percentage of Time in Russian and East European Studies: 100%
Adjunct Professor, School of Law	Languages: Russian (5), Ukrainian (3), Uzbek (3)
LL.M., University of Pittsburgh, 1999 Master of Law, Tashkent State Law Institute, 1995	Overseas Experience: Ukraine, Uzbekistan

Areas of Specialization: Russian and Uzbek legal systems

Sample of Courses Recently Taught: Introduction to Russian and Uzbek Legal Systems, Introduction to Legal Theory of the Commonwealth of Independent States

REES-Related Academic Experience

Evaluation and review of manuscripts for *The Carl Beck Papers in Russian and East European Studies*, University of Pittsburgh

Country of Origin Expert: Uzbekistan, Fahamu Refugee Program

SWAN, OSCAR	Percentage of Time in Russian and East European Studies: 100%
Professor, Department of Slavic Languages and Literatures; Director, Slavic, East European and Near Eastern Summer Language Institute	Languages: Polish (5), Russian (4), Slovak (2), Hungarian (2)
Ph.D., University of California–Berkeley, 1972 M.A., University of California–Berkeley, 1966	Overseas Experience: Poland, Slovakia, Russia

Areas of Specialization: Polish language, literature, culture, pedagogy and lexicology; Old Church Slavic; Russian morphology

Sample of Courses Recently Taught: Beginning, Intermediate, and Advanced Polish; Polish through Film; Old Church Slavic; Historical Russian Grammar

Selected Publications

Russian Sounds and Inflections. Columbus, OH: Slavica, EDP, 2009.

Polish Verbs and Essentials of Grammar. McGraw-Hill Publishers, 2008.

Old Church Slavic 1: Inflectional Morphology. Oakland, CA: Berkeley Slavic Specialties, 2008.

Old Church Slavic 2: Reader. Oakland, CA: Berkeley Slavic Specialties, 2008.

REES-Related Academic Experience

Developed Polish Language Website with online first-year language course, dictionary, and reference grammar

THUM, GREGOR	Percentage of Time in Russian and East European Studies: 50%
Assistant Professor, History	Languages: German (5), Polish (3), Russian (4), Italian (2)
Ph.D., Europa-Universität Viadrina Frankfurt (Oder), 2002 M.A., Freie Universität Berlin, 1995	Overseas Experience: Germany, Russia, Poland

Areas of Specialization: Modern Central European history, history of Germany and Poland, forced migrations, European integration and identity-building

Sample of Courses Recently Taught: Modern Germany, Modern Polish History, Introductory Seminar: What Was Communism?, Europe Since 1945

Selected Publications

Stille Revolutionen: Die Neuformierung der Welt seit 1989 [Silent Revolutions: The Reshaping of the World since 1989], co-edited with Katharina Kucher and Sören Urbansky. Frankfurt: Campus, 2013.

Helpless Imperialists: Imperial Failure, Fear, and Radicalization, co-edited with Maurus Reinkowski. Göttingen: Vandenhoeck & Ruprecht, 2013.

Uprooted. How Breslau Became Wrocław During the Century of Expulsions. Princeton: Princeton University Press, 2011.

VIDIC, RADISAV	Percentage of Time in Russian and East European Studies: 25%
Professor and Chair, Civil and Environmental Engineering	Languages: Bosnian/Croatian/Serbian (5), German (2)
Ph.D., University of Cincinnati, 1992 M.S., University of Illinois, 1989	Overseas Experience: Serbia

Areas of Specialization: Environmental engineering, water treatment, shale gas, institutional water distribution systems

Sample of Courses Recently Taught: Introduction to Environmental Engineering, Physical-Chemical Principles in Environmental Engineering, Environmental Engineering Processes, Atmospheric Pollution Control

Selected Publications

Vidic, R.D., Brantley, S.L., Vandebossche, J.M., Yoxthimer, D., and Abad, J.D. "Impact of Shale Gas Development on Regional Water Quality." *Science*, 340: 6134 (2013).

Water Chemistry. Belgrade: University of Belgrade Publishing, 2005.

REES-Related Academic Experience

Presented "Phytoremediation for Environmental Cleanup" at the Department of Civil Engineering, University of Belgrade, Serbia, July 2007.

Consultant to the Public Health Institute of Belgrade on "Update of hazard indicators for the city of Belgrade," 2003-2005.

Key expert on "Feasibility Study for Hazardous and Medical Waste Management in Serbia" at the European Agency for Reconstruction in Belgrade, 2003-2004.

VOTRUBA, MARTIN	Percentage of Time in Russian and East European Studies: 100%
Senior Lecturer, Department of Slavic Languages and Literatures	Languages: Slovak (5), Czech (5), Russian (3), Polish (3), German (3)
Ph.D., Comenius University, 1985 Ph.Dr., Comenius University, 1983 M.A., Comenius University, 1972	Overseas Experience: Slovakia, Czech Republic, Poland, Hungary

Areas of Specialization: Slovak language, history, culture, film, and immigration

Sample of Courses Recently Taught: Elementary, Intermediate, and Advanced Slovak; A Cultural History of Slovakia; The Year Communism Crumbled; Czech and Slovak Cinema; Central European Film; Slovak Transatlantic Cultures

Selected Publications

“Highwayman’s Life: Extant Documents about Jánošík.” *Slovakia* 39, no. 72-73 (2007): 61-86.

REES-Related Academic Experience

Delivered lecture “Slovak Culture and Society in Historical Perspective” at the NFATC, U.S. Department of State, April 2007.

Presented keynote conference paper, “The Czechs without the Slovaks: Where the Past Is Another Country and Nation,” at the conference “Czechs in the New and Old Europe: New Approaches” at University of Illinois, Urbana-Champaign, 2007.

WEIDMAN, JOHN	Percentage of Time in Russian and East European Studies: 25%
Professor, School of Education	Languages: German (3)
Ph.D., University of Chicago, 1974 M.A., University of Chicago, 1968	Overseas Experience: Kosovo, Germany, Mongolia, China, Indonesia, Vietnam, Taiwan, Laos, South Korea, South Africa, Kenya

Areas of Specialization: Comparative international development, education policy and reform

Sample of Courses Recently Taught: Sector Analysis, Policy Studies in Higher Education, Social and Education Theories in Global Context

Selected Publications

“Schooling in Mongolia.” In *Going to School in East Asia*, eds. Gerard A. Postiglione and Jason Tan, 233-257. Westport, CT: Greenwood Press, 2007. (With Regsuren Bat-Erdene and Erika Bat-Erdene).

“The Search for Quality: A Five Country Study of National Strategies to Improve Educational Quality in Central Asia.” *International Journal of Educational Development* 25 (September 2005): 514-530. (With David W. Chapman, Marc Cohen, and Malcolm Mercer).

REES-Related Academic Experience

Assistant to Creative Associates International’s Basic Education Project (ABE-BE) in Washington, DC. Role includes supporting Outreach, Communication, Inter-disciplinary Analysis, and Legacies (SOCIAL) and providing technical assistance for the Social Transition team in USAID’s Bureau for Europe & Asia, Office of Democracy, Governance and Social Transition (E&E/DGST), 2006-2010.

Evaluator of pre-university education in Kosovo for USAID Mission, 2009.

WEISS, MARTIN	Percentage of Time in Russian and East European Studies: 25%
Professor and Associate Dean, Information Sciences	Overseas Experience: Kosovo
Ph.D., Carnegie Mellon University, 1988 M.S.E., University of Michigan, 1979 B.S.E., Northeastern University, 1978	Graduate Advisor: 12 dissertations

Areas of Specialization: Technical cooperation between competitive firms, cost modeling, telecommunications policy, dynamic spectrum access, spectrum markets

Sample of Courses Recently Taught: Introduction to Telecommunications, Telecommunications Industry and Regulation.

Selected Publications

“An analytic research on secondary-spectrum trading mechanisms based on technical and market changes.” *Computer Networks* 56 (3), 2012, 3-19. With Hyenyoung Yoon and Junseok Hwang).

“Spatio-temporal spectrum modeling: taxonomy and economic evaluation of context acquisition.” *Telecommunications Policy* 36 (2012), 335-348. (With Mohammed Altamaimi & Liu Cui).

REES-Related Academic Experience

Co-director of Kosovo Telecommunications Project, a USAID-funded partnership between Pitt and the University of Pristina to establish a master’s degree program in Telecommunications at Pristina based on experiential learning, 2008-2011.

WENDELL, RICHARD	Percentage of Time in Russian and East European Studies: 25%
Professor, Katz Graduate School of Business	Overseas Experience: Croatia
Ph.D., Northwestern University, 1971 M.S., University of Pittsburgh, 1967	

Areas of Specialization: Quantitative modeling, operations research theory and applications

Sample of Courses Recently Taught: Global Research Practicum: Europe

Selected Publications

“The Impact of Non-Agility on Service Level and Project Duration.” *Decision Sciences*, October 2012. (With K. Glowacka and T. J. Lowe).

“Exact Solution of Two Location Problems via Branch and Bound.” H.A. Eiselt and Vladimir Marianov, eds. *Foundations of Location Analysis*, Springer, 2011. (With T. J. Lowe).

“Tolerance Sensitivity Analysis: Thirty Years Later.” *Croatian Operational Research Review*, 2010. (With Wei Chen).

REES-Related Academic Experience

Received travel grant for faculty development program in Russia, Bulgaria, and the Czech Republic through University of Pittsburgh’s International Business Center, 2005.

Led business students on annual study abroad courses to the Czech Republic.

WEZEL, KATJA	Percentage of Time in Russian and East European Studies: 50%
DAAD Visiting Assistant Professor, Department of History	Languages: German (5)
Ph.D., Ruprecht-Karls-University Heidelberg, 2011 M.A., Ruprecht-Karls-University Heidelberg, 2004	Overseas Experience: Germany, Latvia, U.K.

Areas of Specialization: Baltic history, contemporary German history, nationalism and ethnic conflicts, memory politics

Sample of Courses Recently Taught: Introductory Seminar: The European Revolution(s) of 1989-1991, Nationalism, Comparative European History, Modern Germany

Selected Publications

“Loyalty, Minority, Monarchy: The Baltic German Press and 1905.” In Felicitas Fischer von Weikersthal, et. al. (eds.) *The Russian Revolution of 1905 in Transcultural Perspective*. Bloomington: Slavica Publishers, 2013.

“Country Report: Latvia.” In Lavinia Stan and Nadya Nedelsky (eds.) *Encyclopedia of Transitional Justice*. New York: Cambridge University Press, 2012. 273-280.

Diktaturüberwindung in Europa. Neue nationale und transnationale Perspektiven. Co-edited with Birgit Hofmann, Katrin Hammerstein, Regina Fritz, and Julie Trappe. Heidelberg: University Publisher Winter, 2010.

WILLIAMS, PHIL	Percentage of Time in Russian and East European Studies: 25%
Professor, Graduate School of Public and International Affairs; Director, Matthew B. Ridgway Center for International Security Studies	Overseas Experience: Russia
Ph.D., University of Southampton, 1988 M.S., University College of Wales, Aberystwyth, 1970	Graduate Advisor: Six dissertations

Areas of Specialization: Security studies, foreign policy analysis, transnational organized crime, terrorism

Sample of Courses Recently Taught: Transnational Organized Crime, Violent Non-State Actors

Selected Publications

The New Dark Age: The Decline of the State and U.S. Strategy. U.S. Army War College, 2008.

“Organized Crime in Russia and the Commonwealth of Independent States.” In *Eastern Europe, Russia, and Central Asia*. London: Europa, 2007.

“Strategies for a New World: Combating Organized Crime and Terrorism.” In *Strategy in the Contemporary World*, ed. John Baylis, et. al. Oxford University Press, 2006.

LIBRARY AND INFORMATION RESOURCES STAFF

CARTER, BRENDA	Date of Appointment: 1998
Slavic Languages Catalogue Librarian, University Library System	Languages: Russian (3), Polish (2)
M.L.S., University of Pittsburgh, 1994 B.A., University of Pittsburgh, 1989	

Work Experience

Slavic Languages Catalogue Librarian/Team Leader, University Library System, University of Pittsburgh, 1998-present.

Administrative Assistant, Chatham College, 1997.

Public Services Librarian, University Library System, University of Pittsburgh, 1995-1996.

Monographic Cataloguer, Russian Academy of Sciences Project, Center for Research Libraries, Chicago, 1994-1995.

LOWERY, MICHAEL	Date of Appointment: 1993
Slavic Cataloging Associate, University Library System	Languages: Russian (3), Czech (2), Slovak (2), Polish (2), Macedonian (2), German (2), French (2), Spanish (2)
B.A., University of Pittsburgh, 1989	

Work Experience

Slavic Cataloging Associate, University Library System, University of Pittsburgh, 1993-present.

Russian Translator, Raleigh-Durham Skyhawks Football Club, 1991.

Staff Assistant, University Library System, University of Pittsburgh, 1987-1990.

PENNELL, DANIEL	Date of Appointment: 2001
Slavic Bibliographer, University Library System	Languages: Russian (4), Romanian (3), German (3)
M.L.S., Indiana University, 2001 M.A., Indiana University, 1999	Overseas Experience: Romania, Russia, Belarus, Ukraine, Moldova

Areas of Specialization: Slavic and East European collection development, Balkan history

Courses Recently Taught: Nationalism in the Balkans: 1805-Present

Selected Publications

Romanian Studies: An Annotated Guide to Reference Sources. Edwin Mellen Press, 2013.

“Book chambers and national bibliographies in Belarus, Ukraine, and Moldova since 1991.” In *Newspapers: Legal Deposit and Research in the Digital Era*, ed. Harmut Walravens, 129-134. Berlin: De Gruyter, 2011.

“The Fate of Book Chambers and National Bibliographies in Belarus, Ukraine, and Moldova since 1991.” In *Slavic and East European Information Resources* 11, no. 1 (2010): 10-20.

WEIXEL, MARK	Date of Appointment: 1998
Director of Informatics, University Center for International Studies	Percentage of Time in Russian and East European Studies: 25%
M.S., University of Pittsburgh, 1994 B.A., University of Pittsburgh, 1992	Languages: Russian (2), French (2)
	Overseas Experience: Russia, France

Areas of Specialization: Systems integration, project management, network administration, computer security, database administration, database design, digital video and audio production, content management systems, website management, website design

Work Experience

Director of Informatics, University Center for International Studies, 2004-present.

Consultant, REESWeb, University Center for International Studies, 1996-present.

Information Technology Project Manager, University Center for International Studies, 1998-2004.

Coordinator, Technology, Evaluation and Consulting Lab, University of Pittsburgh, 1995-1998.

Selected Publications

“Restraining REESWeb.” *Slavic and East European Information Resources*, 2000.

“Fontographer Does Windows.” (With David Birnbaum). *Technology* 5, Spring 1995.

CENTER FOR RUSSIAN AND EAST EUROPEAN STUDIES STAFF

CLEWS, MATTHEW	Date of Appointment: 2014
Editorial Assistant, Center for Russian and East European Studies	Languages: Czech (3), German (2), French (2), Afrikaans (2)
B.A., University of Salford, 2007	Overseas Experience: Czech Republic, South Africa

Work Experience

Editorial Assistant, Center for Russian and East European Studies, University of Pittsburgh, January 2014 to present.
Analyst, Expedient Data Centers, July 2013 to January 2014.
Data Specialist, Prismastar, September 2011 to December 2012.
Study Abroad Student Mentor, University of Salford, September 2006 to May 2007.

HICKS, SUSAN	Date of Appointment: 2013
Academic Advisor, Center for Russian and East European Studies	Languages: Russian (4), Sakha/Yakut (3), Spanish (2)
Ph.D., University of British Columbia, 2011 M.A., University of Pittsburgh, 2005 B.A., University of Pittsburgh, 2003	Overseas Experience: Russia, Czech Republic, Estonia, Peru, Bolivia, Jamaica

Work Experience

Academic Advisor, Center for Russian and East European Studies, University of Pittsburgh, January 2013 to present.
Resident Director, Critical Language Scholarship Program, American Councils for International Education, 2011-2012.
Research Assistant, First Nations Language Project, University of British Columbia, 2012.
Instructor, Departments of History and International Studies, Simon Fraser University, 2012.
Instructor, Department of Anthropology, University of British Columbia, 2009.

Selected Publications

“Olonkho and the Politics of Cultural Preservation.” In *Olonkho—kak pamiatnik kul'tury naroda sakha*. S.N. Ikonnikova, ed. Novosibirsk, Russia, 2011.
“Amerikanskai Antropologia Rossiia Kulturulogiia tytan Uratylara” (“American Anthropology and Russian Culturology: A Comparison”). In *Sakha Tyla: Samouchitel' Iakutskogo Iazaka*. S.K. Kolodeznikov, ed., 2010. 224-228
“Iazyk, traditsiia i sovremennaia iakutskaiia kul'tura” (“Language and Tradition in Contemporary Sakha Culture”). In *Problemy izucheniia tyurkskikh iazykov na rubezhe XX-XXI vekov (Turkic Language Study at the Turn of the 20th-21st Century)*. Yakutsk State University Press: Yakutsk, Russia, 2010. 171-174.

O'MALLEY, EILEEN	Date of Appointment: 1994
Associate Director for Finance and Personnel, Center for Russian and East European Studies	Languages: Bosnian/Croatian/Serbian (2)
M.P.A., University of Pittsburgh, 2006 B.A., University of Pittsburgh, 2003	Overseas Experience: Turkey, Spain, Croatia, Austria

Work Experience

Associate Director for Finance and Personnel, Center for Russian and East European Studies, University of Pittsburgh, February 2010 to present.

Assistant Director, Center for Russian and East European Studies, University of Pittsburgh, September 1994 to February 2010.

Director of Business and Financial Affairs, Department of Theatre Arts, University of Pittsburgh, November 1988 to September 1994.

Finance Manager/Proposal Coordinator, John G. Beck Agency, Inc., Pittsburgh, January 1986 to November 1988.

Office Manager, DiPardo Baldacci and Company, P.C., Pittsburgh, November 1980 to January 1986.

PEIRCE, GINA	Date of Appointment: 1999
Assistant Director/Outreach Coordinator, Center for Russian and East European Studies	Languages: Russian (3), Czech (2), German (2), Spanish (2)
M.A., University of Pittsburgh, expected 2015 M.A., University of Michigan, 1997	Overseas Experience: Czech Republic, Russia, Slovakia, Poland

Work Experience

Assistant Director/Outreach Coordinator, Center for Russian and East European Studies, University of Pittsburgh, October 1999 to present.

Assistant Coordinator, USIA Community Connections Program, Pittsburgh Council for International Visitors, September 1997 to October 1999.

Research Assistant, Center for Political Studies/Institute for Social Research, University of Michigan, May 1996 to December 1996.

Selected Publications

Editor, series of 12 secondary school curriculum guides to new and prospective European Union member states. Published by Center for Russian and East European Studies, University of Pittsburgh, and on Title VI-sponsored Outreach World website. 2004-2012.

"1968 and Beyond: From the Prague Spring to 'Normalization'" and "*Temptation: Václav Havel's 'Irrational' Rebellion against Socialist Realism*," essays in program book for Pittsburgh Irish & Classical Theatre production of Tom Stoppard's *Rock 'n' Roll*. May 2009.

"'Irrational' Rebellions against Socialist Realism: Czech and Russian Variations on the Legend of Faust." *Vestnik, The Journal of Russian and Asian Studies*. Spring 2006.

"Building a Cross-Cultural Career." *Imagine (Opportunities and Resources for Academically Talented Youth)*, The Johns Hopkins University. March-April 1999.

SECKLER, DAWN	Date of Appointment: 2012
Program Manager, Center for Russian and East European Studies	Languages: Russian (4), French (2)
Ph.D., University of Pittsburgh, 2009 M.A., University of Pittsburgh, 2001	Overseas Experience: Russia

Work Experience

Russian Language Program Coordinator, University of Pittsburgh Summer Language Institute, 2008 and 2012.

Director, “Williams in Georgia” program, Tbilisi, Georgia. Williams College, January 2012.

Visiting Assistant Professor of Russian, Russian Department, Williams College, 2010-2012.

Visiting Assistant Professor of Russian, Russian Department and Humanities Program, Sewanee: University of the South, 2009-2010.

Selected Publications

“What Does *Zhanr* Mean in Russian?” Introduction to *Directory of Russian Cinema*, ed. Birgit Beumers. Bristol, UK: Intellect Ltd., 2010.

Review of *Gromozeka* by Vladimir Kott. *Kinkultura* 34 (2011).

(<http://www.kinokultura.com/2011/34r-gromozeka.shtml>).

TALONE, ANNA	Date of Appointment: 2008
Administrative Assistant, Center for Russian and East European Studies	Languages: Italian (5), Bosnian/Croatian/Serbian (2)
B.A., University of Pittsburgh, 2009	Overseas Experience: Czech Republic, Turkey, Spain, Italy

Work Experience

Administrative Assistant and Exchange Visitor Coordinator, Center for Russian and East European Studies, University of Pittsburgh, September 2008 to present.

Student Assistant, University Center for International Studies, August 2005 to August 2008.

Intern, Senator John Heinz History Center, Pittsburgh, August 2007 to December 2007.

PROJECT EVALUATION CONSULTANTS

RIECKS, MARTHA

Program Evaluation Consultant, University Center for International Studies (all international and area studies centers), University of Pittsburgh, 2012 to present
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MPA, University of Pittsburgh, 2008

Areas of Specialization: Logic model development for nonprofit organizations, development and implementation of outcomes-based program evaluations, survey development and analysis

Work Experience

Principal, Martha Riecks Consulting (www.askandevalue.org), 2010 to present.

Director, Alumnae Relations and Program Services, Girl Scouts of Western Pennsylvania, 2006 to 2010.

Marketing Manager and Development Assistant, National Aviary, 2003 to 2005.

Development Coordinator, Membership Coordinator and Development Assistant, Toledo Botanical Garden, 2000 to 2003.

WASHBURN, CAROL

Program Evaluation Consultant, University Center for International Studies (all international and area studies centers), University of Pittsburgh, 2013 to present
--

Ed.D., University of Pittsburgh

Work Experience

Senior Instructional Designer/Manager of Teaching and Learning, Center for Instructional Development and Distance Education, University of Pittsburgh, 2010 to present.

Senior Instructional Designer, Center for Instructional Development and Distance Education, University of Pittsburgh, October 2001 to present.

Teaching and Learning Consultant, University of Pittsburgh, 1992 to present.

Selected Publications

“E-Learning Module on Chronic Low Back Pain in Older Adults: Evidence of Effect on Medical Student Objective Structured Clinical Examination Performance.” *Journal of the American Geriatrics Society*, 2014. (With Debra K. Weiner, Natalia E. Morone, Heiko Spallek, Jordan F. Karp, Michael Schneider, Michael P. Dziabiak, John G. Hennon, and D. Michael Elnicki).

“Evaluating the Efficacy of Traditional and Web-Assisted Instruction in an Undergraduate Social Work Practice Class.” *Journal of Technology in Human Services*, 23(3-4), 2005. (With Helen Petracchi, Gayle Mallinger, Rafael Engel, and Carrie W. Rishel).

“Ensuring Informed Consent.” *Proceedings of the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*. Vol. 2005, No. 1 (2005).

Appendix 2: Course List

Course List Index

School	Department or Program	Page
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**COURSE LIST, FALL 2012 – SUMMER 2014 TERMS (FALL 2014 – SUMMER 2015 PROJECTED)
CENTER FOR RUSSIAN AND EAST EUROPEAN STUDIES
UNIVERSITY OF PITTSBURGH**

New Courses (First Offered in or after Fall 2012) in Italics and Bold

** Courses to Be Funded by NRC in 2014-15*

NOTES:

- Courses numbered below 2000 are undergraduate level. Those numbered 1000-1999 can be taken for graduate credit with instructor permission.
- Courses numbered 2000 and above are graduate level.
- Enrollments for Summer 2014 courses are not yet available. The University of Pittsburgh's full course schedule for the 2014-15 academic year also is not yet available; therefore, the "Offer 14/15" column of this chart represents projections based on previous patterns of course offerings.

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
SCHOOL OF ARTS & SCIENCES								
<i>Anthropology (ANTH)</i>								
0534 Prehistoric Foundations of European Civilization (Covers Russia and E. Europe)	50%	F-12	3	Hanks	52	--	52	x
0534 Prehistoric Foundations of European Civilization	50%	F-13	3	Hanks/Kocic	56	--	56	x
0768 Human Sexuality in Cross Culture (Covers E. Europe)	25%	SU-14	3	Haksoz				
1737 Anthropology of Conflict and Peacebuilding (Covers E. Europe)	25%	F-12	3	Montgomery	10	--	10	x
1737 Anthropology of Conflict and Peacebuilding	25%	F-13	3	Montgomery	14	6	20	x
<i>1737 Language and Culture</i> (Covers E. Europe)	25%	F-12	3	Brown	30	1	31	x
<i>1737 Language and Culture</i>	25%	F-13	3	Brown	19	1	20	x
1737 Anthropology of Eurasia	100%	SP-13	3	Montgomery	12	--	12	x
1737 Anthropology of Eurasia	100%	SP-14	3	Montgomery	20	--	20	x
1737 Anthropology of Islam (CL-RELGST) (Covers Southeast Europe and Central Asia)	50%	SP-13	3	Montgomery	11	1	12	x
1737 Anthropology of Islam (CL-RELGST)	50%	SP-14	3	Montgomery	7	--	7	x
<i>1737 Anthropology of the State</i> (Covers countries of former Soviet Union)	75%	SP-14	3	Bobick	3	--	3	
<i>2782 Anthropology of the State</i>	75%	SP-14	3	Bobick	--	3	3	
1771 Religion and Culture	25%	F-12	3	Montgomery	30	1	31	x
(Covers Southeast Europe and Central Asia)								
1771 Religion and Culture	25%	F-13	3	Montgomery	36	1	37	x
2513 Archeology of Death and Burial (Covers Russia and E. Europe)	25%	SP-13	3	Hanks	--	12	12	x

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
<u>Economics (ECON)</u>								
0500 Intro to International Economics (Covers Russia and E. Europe)	25%	F-12	3	Maksymenko	40	--	40	x
0500 Intro to International Economics	25%	SP-13	3	Maksymenko	39	--	39	x
0500 Intro to International Economics	25%	SP-13	3	Maksymenko	40	--	40	x
0500 Intro to International Economics	25%	F-13	3	Maksymenko	38	--	38	x
0500 Intro to International Economics	25%	F-13	3	Maksymenko	40	--	40	x
0500 Intro to International Economics	25%	SP-14	3	Maksymenko	40	--	40	x
0500 Intro to International Economics	25%	SP-14	3	Maksymenko	40	--	40	x
0905 Pitt in Czech Republic and Poland: Economy, Policy, and Culture	100%	SU-13	3	Maksymenko	11	--	11	x
0905 Pitt in Czech Republic and Poland: Economy, Policy, and Culture	100%	SU-14	3	Maksymenko	13	--	13	x
<u>English Literature (ENGLIT)</u>								
0325 Russian Short Story in Context (CL-RUSS)	100%	F-12	3	Basina	21	--	21	x
0325 Russian Short Story in Context (CL-RUSS)	100%	F-12	3	Manukyan	22	--	22	x
0325 Russian Short Story in Context (CL-RUSS)	100%	SP-13	3	Manukyan	10	--	10	x
0325 Russian Short Story in Context (CL-RUSS)	100%	F-13	3	Klimova	22	--	22	x
0325 Slovak Short Story in Context (CL-SLOV)	100%	SP-14	3	Basina	11	--	11	x
0380 Slovak Transatlantic Cultures (CL-SLOV)	100%	F-12	3	Votruba	10	--	10	x
0380 Slovak Transatlantic Cultures (CL-SLOV)	100%	F-13	3	Votruba	7	-	7	x
0590 Formative Masterpieces: 19 th Century Russia (CL-RUSS)	100%	F-12	3	West	11	--	11	x
0590 Formative Masterpieces: 19 th Century Russia (CL-RUSS)	100%	F-12	3	Platt	15	--	15	x
0590 Formative Masterpieces: 19 th Century Russia (CL-RUSS)	100%	F-12	3	Anisimova	7	--	7	x
0590 Formative Masterpieces: 19 th Century Russia (CL-RUSS)	100%	SP-13	3	Padunov	10	--	10	x
0590 Formative Masterpieces: 19 th Century Russia (CL-RUSS)	100%	F-13	3	Padunov	9	--	9	x
0590 Formative Masterpieces: 19 th Century Russia (CL-RUSS)	100%	SP-14	3	Padunov	11	--	11	x
1000 Intro to Translation Studies (Covers Russian)	25%	SP-13	3	Bove	17	1	18	x
1000 Intro to Translation Studies	25%	F-13	3	Bove	18	--	18	x
1360 Kafka and the Modern World (CL-GER)	100%	F-12	3	Muenzer	3	--	3	x
<u>French and Italian (FR-ITAL)</u>								
2710 Intro to Study of Literature (CL-RUSS, GER) (Covers Russian literature)	25%	F-12	3	Mecchia	1	12	13	x
<u>Germanic Languages & Literatures (GER)</u>								
1510 Kafka and the Modern World (CL-ENGLIT)	100%	F-12	3	Muenzer	7	1	8	x

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
Germanic Languages & Literatures (GER)								
2110 Intro to Study of Literature (CL-RUSS,FR-ITAL) (Covers Russian literature)	25%	F-12	3	Mecchia	1	12	13	x
History (HIST)								
0187 World War II: Europe (Covers E. Europe)	25%	F-12	3	Hammond	72	--	72	x
0187 World War II: Europe	25%	SP-13	3	Hammond	40	--	40	x
0187 World War II: Europe	25%	SU-13	3	Hammond	30	--	30	x
0187 World War II: Europe	25%	F-13	3	Hammond	159	--	159	x
0187 World War II: Europe	25%	SU-14	3	Hagerty				x
0187 World War II: Europe	25%	SU-14	3	Hammond				x
0200 East European Civilization	100%	F-12	3	Livezeanu	77	--	77	x
0200 East European Civilization	100%	SU-13	3	Classen	28	--	28	x
0200 East European Civilization	100%	F-13	3	Livezeanu	69	--	69	x
0200 East European Civilization	100%	SP-14	3	Behrendt	40	--	40	x
0200 East European Civilization	100%	SU-14	3	Behrendt				x
0300 Russia to 1860	100%	SP-14	3	Gullory	38	--	38	
0301 Russia to 1917	100%	F-13	3	Gullory	47	--	47	x
0302 Soviet Russia	100%	F-12	3	Chase	71	--	71	x
0302 Soviet Russia	100%	SP-13	3	Sherry	40	--	40	x
0302 Soviet Russia	100%	F-13	3	Chase	140	--	140	x
0756 Intro to Islamic Civilization (CL-RELGST) (Covers Southeast Europe and Central Asia)	75%	F-12	3	Emiralioglu	60	--	60	
0756 Intro to Islamic Civilization (CL-RELGST)	75%	SP-14	3	Emiralioglu	51	--	51	
1001 Introductory Seminar: History of the Soviet Bloc (Covers Soviet Union and E. Europe)	100%	F-13	3	Livezeanu	9	--	9	
1001 Introductory Seminar: Cultural History of Early Cold War (Covers Soviet Union and E. Europe)	100%	SP-14	3	Hammond	12	--	12	x
1001 Introductory Seminar: Breakup of the Soviet Empire, 1989-91 (Covers Soviet Union and E. Europe)	100%	SP-14	3	Wezel	10	--	10	
1019 Cities in Historical Perspective <i>1001 What Was Communism?</i> (Covers Russia)	100%	SP-13	3	Thum	15	--	15	x
1019 Cities in Historical Perspective (Covers Russia)	25%	SP-13	3	Chase	38	--	38	x
1040 World War I: Comparative Perspective (Covers Russia and E. Europe)	25%	F-12	3	Novosel	41	--	41	x
1040 World War I: Comparative Perspective	25%	SP-14	3	Novosel	70	1	71	x

COURSE NUMBER & TITLE (CL = cross-listed) History (HIST)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
1164 <i>Small Countries & the EU</i> (Covers E. Europe)	50%	F-13	3	Hagerty	40	--	40	x
1175 Xenophobia in Modern Europe (CL-PS) (Covers E. Europe)	50%	F-12	3	Hagerty	52	--	52	x
1220 <i>Modern Polish History</i>	100%	F-12	3	Thum	13	--	13	x
1313 History of the Russian Revolution	100%	SP-13	3	Guillory	37	--	37	x
1313 History of the Russian Revolution	100%	SU-13	3	Novosel	14	--	14	x
1314 <i>USSR 1918-1932</i>	100%	F-12	3	Guillory	40	--	40	
1315 Stalin	100%	SP-14	3	Chase/Guillory	35	--	35	
1385 Europe Since 1945 (Covers E. Europe)	50%	SP-14	3	Thum	49	--	49	
1753 The Ottoman Empire (1300-1923) (Covers Southeast Europe)	75%	SP-13	3	Emiralioglu	39	--	39	
1753 The Ottoman Empire (1300-1923)	75%	F-13	3	Emiralioglu	41	--	41	
1767 Modern Jewry (CL-JS,RELGST) (Covers Russia and E. Europe)	25%	F-12	3	Kranson	3	--	3	x
1780 <i>Jews in the City (CL-JS,RELGST)</i> (Covers Russia and E. Europe)	25%	F-12	3	Kranson	7	--	7	x
1901 History of Istanbul: Islamic City and Secular Society (Integrated Field Trip Abroad (CL-URBNST)	50%	SU-13	3	Chase/Haksoz	6	--	6	x
(Covers Turkish history)								
2042 Sociology of Revolution (CL-SOC) (Covers E. Europe)	25%	SP-14	3	Markoff	--	5	5	
2043 Social Movements (CL-PS,SOC) (Covers E. Europe)	25%	SP-13	3	Markoff	--	5	5	x
History of Art & Architecture (HAA)								
1010 Approaches to Art History (Covers Russia and E. Europe)	25%	SP-14	3	Galliera	7	--	7	x
1907 Architecture & The City in Central Europe: 19 th and 20 th Centuries (Integrated Field Trip Abroad) (Covers architecture of Zagreb, Croatia and Ljubljana, Slovenia)	50%	SU-14	3	Armstrong	9	--	9	
Jewish Studies (JS)								
1240 <i>Jews and the City</i> (CL-HIST,RELGST) (Covers Russia and E. Europe)	50%	F-12	3	Kranson	3	--	3	x
1250 Modern Jewry (CL-HIST,RELGST) (Covers Russia and E. Europe)	50%	F-12	3	Kranson	4	--	4	x
	4							

COURSE NUMBER & TITLE (CL = cross-listed)		% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
Linguistics (LING)									
0231 Modern Greek I		100%	F-12	4	Papanastasiou	14	1	15	x
0231 Modern Greek I		100%	F-13	4	Papanastasiou	10	--	10	x
0232 Modern Greek II		100%	SP-13	4	Papanastasiou	12	1	13	x
0232 Modern Greek II		100%	SP-14	4	Papanastasiou	9	--	9	x
0233 Modern Greek III		100%	F-12	3	Papanastasiou	3	--	3	x
0233 Modern Greek III		100%	F-13	3	Papanastasiou	7	1	8	x
0234 Modern Greek IV		100%	SP-13	3	Papanastasiou	3	--	3	x
0234 Modern Greek IV		100%	SP-14	3	Papanastasiou	2	1	3	x
0291 Hungarian I		100%	F-12	4	Dankone-Barna	3	--	3	x
0291 Hungarian I		100%	F-13	4	Dankone-Barna	2	--	2	x
0292 Hungarian II		100%	SP-13	4	Dankone-Barna	2	--	2	x
0292 Hungarian II		100%	SP-14	4	Dankone-Barna	1	--	1	x
0293 Hungarian III		100%	F-12	3	Dankone-Barna	2	--	2	x
0293 Hungarian III		100%	F-13	3	Dankone-Barna	2	--	2	x
0294 Hungarian IV		100%	SP-13	3	Dankone-Barna	2	--	2	x
0294 Hungarian IV		100%	SP-14	3	Dankone-Barna	1	--	1	x
0561 Turkish I		100%	F-12	4	Lider	5	2	7	x
0561 Turkish I		100%	F-13	4	Lider	8	2	10	x
0562 Turkish II		100%	SP-13	4	Lider	4	1	5	x
0562 Turkish II		100%	SP-14	4	Lider	8	2	10	x
0563 Turkish III		100%	F-12	3	Lider	4	--	4	x
0563 Turkish III		100%	F-13	3	Lider	4	2	6	x
0564 Turkish IV		100%	SP-13	3	Lider	4	--	4	x
0564 Turkish IV		100%	SP-14	3	Lider	4	2	6	x
<i>1901 Turkish V *</i>		100%	F-13	3	Lider	1	--	1	x
<i>1901 Turkish VI *</i>		100%	SP-14	3	Lider	1	--	1	x
Music (MUSIC)									
0311 Introduction to World Music (Covers E. Europe)		25%	F-12	3	Helbig	150	--	150	x
0311 Introduction to World Music		25%	F-13	3	Helbig	146	--	146	x
0550 Carpathian Music Ensemble		100%	F-12	1	Helbig	13	--	13	x
0615 Carpathian Music Ensemble		100%	SP-13	1	Helbig	19	--	19	x
0615 Carpathian Music Ensemble		100%	F-13	1	Helbig	16	--	16	x
0615 Carpathian Music Ensemble		100%	SP-14	1	Helbig	19	--	19	x
1228 Late Romantic & Early 20 th Century Russian Music		100%	F-13	3	Nisnevich	4	--	4	x
1360 Gypsy Music		100%	F-13	3	Helbig	26	--	26	
1362 Romani Music, Culture & Human Rights (Study Abroad Course)		100%	SU-14	3	Helbig	6	--	6	
		5							

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
<u>Music (MUSIC)</u> 2621 Ethnomusicology Seminar (Covers E. Europe)	50%	SP-14	3	Helbig	--	8	8	
<u>Polish (POLISH)</u>								
0010 Elementary Polish I	100%	F-12	4	Swan	9	--	9	x
0010 Elementary Polish I	100%	F-13	4	Swan	10	1	11	x
0020 Elementary Polish II	100%	SP-13	4	Swan	9	--	9	x
0020 Elementary Polish II	100%	SP-14	4	Swan	9	1	10	x
0030 Intermediate Polish III	100%	F-12	3	Swan	3	2	5	x
0030 Intermediate Polish III	100%	F-13	3	Swan	6	--	6	x
0040 Intermediate Polish IV	100%	SP-13	3	Swan	2	2	4	x
0040 Intermediate Polish IV	100%	SP-14	3	Swan	2	--	2	x
0210 Beginning Intensive Polish	100%	SU-13	6	Szawara	5	--	5	x
0210 Beginning Intensive Polish	100%	SU-14	6	Szawara				x
0211 Beginning Intensive Polish Pitt/Poland	100%	SU-13	10	Szawara	3	--	3	x
0211 Beginning Intensive Polish Pitt/Poland	100%	SU-14	10	Wolski-				x
				Moskoff				
0212 Beginning Intensive Polish in Poland	100%	SU-13	4	Sierkowska	1	--	1	x
0220 Intermediate Intensive Polish	100%	SU-13	6	Sierkowska	3	--	3	x
0221 Intermediate Intensive Polish Pitt/Poland	100%	SU-14	10	Sierkowska				x
0222 Intermediate Intensive Polish in Poland	100%	SU-13	4	Wolski-	1	--	1	x
				Moskoff				
0222 Intermediate Intensive Polish in Poland	100%	SU-14	4	Swan				x
0230 Advanced Intensive Polish	100%	SU-13	6	Swan	1	--	1	x
0233 Advanced Intensive Polish in Poland	100%	SU-14	6	Swan				x
0400 Advanced Polish I Through Film	100%	F-12	3	Swan	1	1	2	x
0410 Advanced Polish II	100%	SP-13	3	Swan	2	--	2	x
1901 Independent Study (Polish Tutorial)	100%	F-13	1-3	Swan	1	1	2	x
<u>Political Science (PS)</u>								
0300 Comparative Politics (Covers E. Europe)	25%	SU-14	3	Perez				x
1300 Capstone in Russian and East European Studies *								
1317 Politics of the European Union (Covers E. Europe)	100%	SP-15	3	Konitzer/Hicks				x
1317 Politics of the European Union	25%	SP-13	3	Postnikov	35	--	35	x
1317 Politics of the European Union	25%	SU-13	3	Aldrich	7	1	8	x
1317 Politics of the European Union	25%	SP-14	3	Marolda	30	1	31	x

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
<u>Political Science (PS)</u>								
1330 European Union Capstone Seminar (Covers E. Europe)	25%	F-12	3	Marolda	7	1	8	x
1330 European Union Capstone Seminar	25%	F-13	3	Marolda	6	--	6	x
1341 Government and Politics, USSR & Russian Federation	100%	F-12	3	Konitzer	20	--	20	x
1341 Government and Politics, USSR & Russian Federation	100%	F-13	3	Harris	28	--	28	x
1342 Government and Politics, East Europe	100%	SP-13	3	Kenney	25	--	25	x
1348 Xenophobia in Modern Europe (CL-HIST)	50%	F-12	3	Hagerty	20	--	20	x
(Covers E. Europe)								
1361 Comparative Political Party Systems (Covers Russia and E. Europe)	25%	SP-14	3	Altdorfer	10	--	10	
1378 Building Democracy Around the World (Covers E. Europe)	25%	F-13	3	Morgenstern	21	--	21	x
1381 Capstone Seminar in Comparative Politics: Transformation at the Edges of Europe	100%	SP-14	3	Linden	11	--	11	
1384 Balkan Politics	100%	SP-14	3	Konitzer	16	1	17	
1510 Cold War: Soviet Union and the West 1917-91 (Covers Soviet Union and E. Europe)	75%	SP-14	3	Jon. Harris	34	--	34	
1512 Europe After Cold War: Cooperation and Conflict (Covers Russia and E. Europe)	50%	SP-13	3	Flanagan	35	--	35	
1513 Foreign Policies—Changing World (Covers Russia and E. Europe)	50%	F-12	3	Linden	37	--	37	x
1521 Eastern Europe in World Politics	100%	F-13	3	Linden	35	--	35	
1541 Politics of Global Economic Relations (Covers Russia and E. Europe)	25%	SU-14	3	Gunaydin				
1581 Capstone Seminar: International Relations (Covers Russia and E. Europe)	25%	F-12	3	Panayides	17	--	17	x
1583 Politics of Oil and Natural Resources (Covers Russia, former Soviet Union and E. Europe)	25%	SP-14	3	Paler	27	2	29	
1903 Muslims in Global Context: Central Asia (Covers countries of former Soviet Union)	75%	SP-14	1	Various	9	4	13	
1905 Pitt in Russia and Ukraine (SACEEE Study Abroad Course) *	100%	SU-13	3	Guillory	14	--	14	x
2310 Politics of the European Union (CL-PIA) (Covers E. Europe)	50%	F-12	3	Marolda	--	3	3	x
2341 Government and Politics of the Russian Federation	100%	SP-14	3	Jon. Harris	--	1	1	
2342 E. Europe: Communism, Transition, Postcommunism (CL-PIA)	100%	SP-13	3	Linden	1	5	6	x
2380 Social Movements (CL-HIST, SOC) (Covers E. Europe)	25%	SP-13	3	Markoff	--	4	4	x

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<u>Religious Studies (RELGST)</u>								
0455 Intro to Islamic Civilization (CL-HIST) (Covers Southeast Europe and Central Asia)	75%	F-12	3	Emiralioglu	19	--	19	
0455 Intro to Islamic Civilization (CL-HIST)	75%	SP-14	3	Emiralioglu	18	--	18	
1135 Orthodox Christianity (CL-REL)	100%	SP-13	3	Bakic-Hayden	60	--	60	
1135 Orthodox Christianity (CL-REL)	100%	SP-14	3	Bakic-Hayden	31	--	31	
1250 Modern Jewry (CL-HIST,JS) (Covers Russia and E. Europe)	25%	F-12	3	Orbach	4	--	4	x
1540 Saints East and West (CL-REL) (Covers Orthodox Christianity)	50%	F-12	3	Bakic-Hayden	41	--	41	x
1540 Saints East and West (CL-REL)	50%	F-13	3	Bakic-Hayden	39	--	39	x
1545 Mysticism East and West (CL-REL) (Covers Orthodox Christianity)	50%	SP-13	3	Bakic-Hayden	36	--	36	x
1545 Mysticism East and West (CL-REL)	50%	SP-14	3	Bakic-Hayden	28	--	28	x
1800 Anthropology of Islam (CL-ANTH) (Covers Southeast Europe and Central Asia)	50%	SP-13	3	Montgomery	11	1	12	x

<u>Russian (RUSS)</u>								
0010 Elementary Russian I	100%	F-12	5	McCausland	13	1	14	x
0010 Elementary Russian I	100%	F-12	5	McCausland	17	1	18	x
0010 Elementary Russian I	100%	F-12	5	Hwang	20	1	21	x
0010 Elementary Russian I	100%	F-13	5	McCausland	16	1	17	x
0010 Elementary Russian I	100%	F-13	5	Manukyan	16	1	17	x
0010 Elementary Russian I	100%	F-13	5	Sattarova	8	1	9	x
0020 Elementary Russian II	100%	SP-13	5	Basina	5	1	6	x
0020 Elementary Russian II	100%	SP-13	5	Kim	10	--	10	x
0020 Elementary Russian II	100%	SP-13	5	Durskovic	13	--	13	x
0020 Elementary Russian II	100%	SP-14	5	Manukyan	33	4	37	x
0030 Intermediate Russian I	100%	F-12	5	Kim	5	--	5	x
0030 Intermediate Russian I	100%	F-12	5	Basina	11	--	11	x
0030 Intermediate Russian I	100%	F-13	5	Durskovic	7	--	7	x
0030 Intermediate Russian I	100%	F-13	5	McCausland	18	1	19	x
0040 Intermediate Russian II	100%	SP-13	5	Anisimova	5	--	5	x
0040 Intermediate Russian II	100%	SP-13	5	McCausland	7	--	7	x
0040 Intermediate Russian II	100%	SP-14	5	Durskovic	22	--	22	x
0090 Russian Fairy Tales	100%	F-12	3	Klimova	271	--	271	x
0090 Russian Fairy Tales	100%	F-12	3	Alpert	17	--	17	x

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Russian (RUSS)								
0090 Russian Fairy Tales	100%	SP-13	3	Alpert	20	--	20	x
0090 Russian Fairy Tales	100%	SP-13	3	Wisnosky	30	--	30	x
0090 Russian Fairy Tales	100%	SP-13	3	Klimova	250	--	250	x
0090 Russian Fairy Tales	100%	SU-13	3	Thorsen	18	--	18	x
0090 Russian Fairy Tales	100%	F-13	3	Crane	334	--	334	x
0090 Russian Fairy Tales	100%	SP-14	3	Seckler	28	1	29	x
0090 Russian Fairy Tales	100%	SP-14	3	Bimbaum/ Crane	297	--	297	x
0090 Russian Fairy Tales	100%	SU-14	3	Thorsen	10	--	10	x
0110 Russian Conversation Practice	100%	F-12	1	Klimova	6	--	6	x
0110 Russian Conversation Practice	100%	SP-13	1	Basina	3	--	3	x
0210 Beginning Intensive Russian	100%	SU-13	8	Manukyan	10	1	11	x
0210 Beginning Intensive Russian	100%	SU-14	8	Mulcahy	10	--	10	x
0211 Beginning Intensive Russian Pitt/Moscow	100%	SU-13	10	Mulcahy	5	--	5	x
0211 Beginning Intensive Russian Pitt/Moscow	100%	SU-14	10	Mulcahy	10	--	10	x
0220 Intermediate Intensive Russian	100%	SU-13	8	Klimova	4	--	4	x
0220 Intermediate Intensive Russian	100%	SU-14	8	Sattarova	10	--	10	x
0221 Intermediate Intensive Russian Pitt/Moscow	100%	SU-13	10	Klimova/ McCausland	3	--	3	x
0221 Intermediate Intensive Russian Pitt/Moscow	100%	SU-14	10	Makarova	4	--	4	x
0230 Advanced Intensive Russian	100%	SU-13	8	Klimova	3	--	3	x
0230 Advanced Intensive Russian	100%	SU-14	8	Makarova	3	--	3	x
0231 Advanced Intensive Russian Pitt/Moscow	100%	SU-13	10	Klimova/ McCausland	2	--	2	x
0231 Advanced Intensive Russian Pitt/Moscow	100%	SU-14	10	Makarova	3	1	4	x
0236 ROTC Advanced Intensive Russian Abroad (Project GO Course)	100%	SU-14	8	Mukhortova	21	--	21	x
0240 Fourth-Year Intensive Russian	100%	SU-13	8	Basina/Klimova	22	--	22	x
0240 Fourth-Year Intensive Russian	100%	SU-14	8	Basina	15	--	15	x
0241 Fourth-Year Intensive Russian Pitt/Moscow	100%	SU-13	10	Klimova/ McCausland	11	--	11	x
0241 Fourth-Year Intensive Russian Pitt/Moscow	100%	SU-14	10	Basina	20	--	20	x
0325 Russian Short Story in Context (CL-ENGLIT)	100%	F-12	3	Manukyan	11	--	11	x
0325 Russian Short Story in Context (CL-ENGLIT)	100%	F-12	3	Metil	11	--	11	x
0325 Russian Short Story in Context (CL-ENGLIT)	100%	SP-13	3	Metil	11	--	11	x
0325 Russian Short Story in Context (CL-ENGLIT)	100%	SP-13	3	Manukyan	20	--	20	x

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Russian (RUSS)								
0325 Russian Short Story in Context (CL-ENGLIT)	100%	F-13	3	Ryabchikova	22	--	22	x
0325 Russian Short Story in Context (CL-ENGLIT)	100%	SP-14	3	Basina	11	--	11	x
0400 Advanced Russian I	100%	F-12	3	Duraskovic	16	3	19	x
0400 Advanced Russian I	100%	F-13	3	Basina	7	1	8	x
0410 Advanced Russian II	100%	SP-13	3	Padunov	11	1	12	x
0410 Advanced Russian II	100%	SP-14	3	Duraskovic	7	1	8	x
0410 Advanced Russian II	100%	SP-14	3	Basina	6	1	7	x
0590 Formative Masterpieces: Russian 19 th Century Literature (CL-ENGLIT)	100%	F-12	3	Platt	10	--	10	x
0590 Formative Masterpieces: Russian 19 th Century Literature (CL-ENGLIT)	100%	F-12	3	Anisimova	2	--	2	x
0590 Formative Masterpieces: Russian 19 th Century Literature (CL-ENGLIT)	100%	SP-13	3	Padunov	8	--	8	x
0590 Formative Masterpieces: Russian 19 th Century Literature (CL-ENGLIT)	100%	F-13	3	Padunov	5	--	5	x
0590 Formative Masterpieces: Russian 19 th Century Literature (CL-ENGLIT)	100%	SP-14	3	Padunov	5	--	5	x
<i>0710 Evening Russian 1</i>	100%	F-12	4	Basina	3	1	4	x
<i>0720 Evening Russian 2</i>	100%	SP-13	4	Basina	3	1	4	x
<i>0730 Evening Russian 3</i>	100%	F-13	4	Basina	6	1	7	x
<i>0740 Evening Russian 4</i>	100%	SP-14	4	Basina	6	1	7	x
0800 Masterpieces of 19 th Century Russian Literature	100%	F-12	3	Basina	21	--	21	x
0800 Masterpieces of 19 th Century Russian Literature	100%	SP-13	3	McCausland	21	--	21	x
0800 Masterpieces of 19 th Century Russian Literature	100%	F-13	3	Klimova	17	--	17	x
0800 Masterpieces of 19 th Century Russian Literature	100%	SP-14	3	Basina	21	--	21	x
0810 Masterpieces of 20 th Century Russian Literature	100%	SP-13	3	Gray	22	--	22	x
0810 Masterpieces of 20 th Century Russian Literature	100%	SP-14	3	Klimova	17	--	17	x
0811 Madness & Madmen in Russian Culture	100%	F-12	3	Gray	37	--	37	x
0811 Madness & Madmen in Russian Culture	100%	F-12	3	Robinson	9	--	9	x
0811 Madness & Madmen in Russian Culture	100%	SP-13	3	Alpert	20	--	20	x
0811 Madness & Madmen in Russian Culture	100%	SP-13	3	Metil	50	--	50	x
0811 Madness & Madmen in Russian Culture	100%	F-13	3	Robinson	36	--	36	x
0811 Madness & Madmen in Russian Culture	100%	F-13	3	Robinson	19	--	19	x
0811 Madness & Madmen in Russian Culture	100%	SP-14	3	Brady	48	--	48	x
0850 Early Russian Culture	100%	SU-14	3	Thorsen				x
0850 Early Russian Culture	100%	F-12	3	Manukyan	28	--	28	x
0850 Early Russian Culture	100%	F-13	3	McCausland	15	--	15	x

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Russian (RUSS)								
0860 Modern Russian Culture	100%	SP-13	3	Basina	26	--	26	x
0860 Modern Russian Culture	100%	SP-14	3	McCausland	14	--	14	x
0870 History of Russian Film I	100%	F-12	3	McCausland	6	--	6	x
0871 History of Russian Film II	100%	SP-14	3	Klimova	15	--	15	x
1066 Forbidden Love Page & Screen (Covers Russian literature)	75%	F-12	3	Seckler	29	1	30	x
1066 Forbidden Love Page & Screen	75%	SP-13	3	Manukyan	13	--	13	x
1066 Forbidden Love Page & Screen	75%	F-13	3	Seckler	9	1	10	x
1066 Forbidden Love Page & Screen	75%	SP-14	3	Ryabchikova	10	--	10	x
1210 Superior Individual in Literature and Philosophy	100%	F-12	3	Platt	24	--	24	x
1210 Superior Individual in Literature and Philosophy	100%	SP-13	3	Platt	18	--	18	x
1210 Superior Individual in Literature and Philosophy	100%	F-13	3	Trimble	18	--	18	x
1305 Tolstoy	100%	SP-14	3	Manukyan	4	--	4	
<i>1310 Nabokov</i>	100%	SP-13	3	Platt	12	--	12	
1400 Morphology & Structure of Russian	100%	SP-14	3	Swan	3	--	3	
1420 Fourth-Year Russian I (Contemporary Film content course)	100%	F-12	3	Manukyan	11	2	13	x
1420 Fourth-Year Russian I (Contemporary Fiction content course)	100%	F-13	3	Basina	10	1	11	x
1430 Fourth-Year Russian II (History content course)	100%	SP-13	3	Platt	7	--	7	x
1430 Fourth-Year Russian II (Media content course)	100%	SP-14	3	Padunov	6	1	7	x
<i>1624 Russian Literature in Music</i>	100%	SP-13	3	Manukyan	3	--	3	
<i>2104 Developing Russian Reading Proficiency</i>	100%	F-13	3	Condee	--	2	2	x
2110 Intro to the Study of Literature (CL-GER,FR-ITAL) (Covers Russian literature)	25%	F-12	3	Mecchia	1	9	10	x
2110 Intro to the Study of Literature (CL-GER,FR-ITAL)	25%	F-13	3	Condee	--	3	3	x
2210 Structure of Russian	100%	SP-14	3	Swan	--	6	--	
<i>2310 Nabokov</i>	100%	SP-13	3	Platt	--	3	3	
<i>2230 Historical Grammar</i>	100%	F-12	3	Swan	--	6	6	
<i>2410 Late 17th & 18th Century Literature</i>	100%	F-13	3	Manukyan	--	5	5	
<i>2621 Russian Drama</i>	100%	F-12	3	Padunov	--	6	6	
<i>2624 Russian Literature in Music</i>	100%	SP-13	3	Manukyan	--	4	4	
2638 Russian and Soviet Cinema, 1896-1934	100%	F-13	3	Padunov	--	8	8	
Serbian/Croatian (SERCRO)								
0010 Elementary Bosnian/Croatian/Serbian 1 *	100%	F-12	3	Duraskovic	4	2	6	x
0010 Elementary Bosnian/Croatian/Serbian 1 *	100%	F-13	3	Duraskovic	16	--	16	x
0020 Elementary Bosnian/Croatian/Serbian 2 *	100%	SP-13	3	Duraskovic	3	1	4	x
0020 Elementary Bosnian/Croatian/Serbian 2 *	100%	SP-14	3	Duraskovic	10	--	10	x

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
<u>Serbian/Croatian (SERCRO)</u>								
0030 Intermediate Bosnian/Croatian/Serbian 3 *	100%	F-12	3	Duraskovic	7	1	8	x
0030 Intermediate Bosnian/Croatian/Serbian 3 *	100%	F-13	3	Duraskovic	2	2	4	x
0040 Intermediate Bosnian/Croatian/Serbian 4 *	100%	SP-13	3	Duraskovic	6	1	7	x
0040 Intermediate Bosnian/Croatian/Serbian 4 *	100%	SP-14	3	Duraskovic	1	2	3	x
0210 Beginning Intensive Croatian (combined with SERCRO 0211)	100%	SU-13	6	Karabatic	2	--	2	x
0210 Beginning Intensive Croatian (combined with SERCRO 0211)	100%	SU-14	6	Karabatic				x
0211 Beginning Intensive Serbian (combined with SERCRO 0210)	100%	SU-13	6	Karabatic	3	--	3	x
0211 Beginning Intensive Serbian (combined with SERCRO 0210)	100%	SU-14	6	Karabatic				x
0212 Beginning Intensive Bosnian/Croatian/Serbian Pit-Montenegro	100%	SU-13	10	Karabatic	3	--	3	x
0212 Beginning Intensive Bosnian/Croatian/Serbian Pit-Montenegro	100%	SU-14	10	Karabatic				x
0213 Intermediate Intensive Bosnian/Croatian/Serbian in Montenegro	100%	SU-14	4	Amidovic				x
0220 Intermediate Intensive Serbian (combined with SERCRO 0221)	100%	SU-13	6	Amidovic	1	--	1	x
0220 Intermediate Intensive Serbian (combined with SERCRO 0221)	100%	SU-14	6	Amidovic				x
0221 Intermediate Intensive Croatian (combined with SERCRO 0220)	100%	SU-13	6	Amidovic	1	--	1	x
0221 Intermediate Intensive Croatian (combined with SERCRO 0220)	100%	SU-14	6	Amidovic				x
0223 Intermediate Intensive Bosnian/Croatian/Serbian Pit-Montenegro	100%	SU-13	10	Amidovic	1	1	2	x
0230 Advanced Intensive Bosnian/Croatian/Serbian	100%	SU-13	6	Duraskovic	2	--	2	x
0230 Advanced Intensive Bosnian/Croatian/Serbian	100%	SU-14	6	Duraskovic				x
0231 Advanced Intensive Bosnian/Croatian/Serbian Pit-Montenegro	100%	SU-13	10	Duraskovic	2	--	2	x
0231 Advanced Intensive Bosnian/Croatian/Serbian Pit-Montenegro	100%	SU-14	10	Duraskovic				x
0233 Advanced Intensive Bosnian/Croatian/Serbian in Montenegro	100%	SU-13	4	Duraskovic	1	--	1	x
0233 Advanced Intensive Bosnian/Croatian/Serbian in Montenegro	100%	SU-14	4	Duraskovic				x
0400 Advanced Bosnian/Croatian/Serbian 5 *	100%	F-12	3	Duraskovic	3	--	3	x
0400 Advanced Bosnian/Croatian/Serbian 5 *	100%	F-13	3	Duraskovic	4	1	5	x
0410 Advanced Bosnian/Croatian/Serbian 6 *	100%	SP-13	3	Duraskovic	3	--	3	x
0410 Advanced Bosnian/Croatian/Serbian 6 *	100%	SP-14	3	Duraskovic	3	1	4	x
<u>Slavic Languages & Literatures (SLAV)</u>								
0210 Beginning Intensive Turkish	100%	SU-13	6	Lider	6	1	7	x
0210 Beginning Intensive Turkish	100%	SU-14	6	Lider				x
0211 Beginning Intensive Hungarian	100%	SU-13	6	Dankone-Barna	2	1	3	x
0211 Beginning Intensive Hungarian	100%	SU-14	6	Bagi-Battista				x
0212 Beginning Intensive Czech	100%	SU-13	6	Havernikova	4	--	4	x
0213 Beginning Intensive Bulgarian	100%	SU-13	6	Bounbarova	3	--	3	x
0213 Beginning Intensive Bulgarian	100%	SU-14	6	Bounbarova				x
0217 Intermediate Intensive Latvian	100%	SU-13	6	Grinberga	5	1	6	x
0218 Beginning Intensive Lithuanian	100%	SU-13	6	Cidzikaitė	4	1	5	x

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
Slavic Languages & Literatures (SLAV)								
0218 Beginning Intensive Lithuanian	100%	SU-14	6	Cidzikaite				x
0219 Beginning Intensive Estonian	100%	SU-13	6	Grabi	2	1	3	x
0222 Intermediate Intensive Czech in Prague	100%	SU-14	6	Pankova				x
<i>0227 Intermediate Intensive Latvian</i>	100%	SU-14	6	Pankova				x
<i>0232 Advanced Intensive Czech in Prague</i>	100%	SU-13	6	Pankova	1	--	1	x
<i>0232 Advanced Intensive Czech in Prague</i>	100%	SU-14	6	Pankova				x
0660 Sci-Fi: East and West	75%	F-12	3	Metil	80	--	80	x
(Covers Russia and E. Europe)								
0660 Sci-Fi: East and West	75%	F-12	3	Metil	35	--	35	x
0660 Sci-Fi: East and West	75%	SP-13	3	Alpert	21	--	21	x
0660 Sci-Fi: East and West	75%	SP-13	3	Robinson	52	--	52	x
0660 Sci-Fi: East and West	75%	SP-13	3	Robinson	30	--	30	x
0660 Sci-Fi: East and West	75%	SU-13	3	Anisimova	15	--	15	x
0660 Sci-Fi: East and West	75%	F-13	3	Metil	52	--	52	x
0660 Sci-Fi: East and West	75%	F-13	3	Robinson	17	--	17	x
0660 Sci-Fi: East and West	75%	SP-14	3	Robinson	94	--	94	x
0660 Sci-Fi: East and West	75%	SP-14	3	Metil	20	--	20	x
0660 Sci-Fi: East and West	75%	SP-14	3	Metil	90	--	90	x
0880 Vampire: Blood and Empire	50%	F-12	3	Trimble	130	--	130	x
(Covers Russia and E. Europe)								
0880 Vampire: Blood and Empire	50%	F-12	3	Alpert	20	--	20	x
0880 Vampire: Blood and Empire	50%	SP-13	3	Metil	128	--	128	x
0880 Vampire: Blood and Empire	50%	SP-13	3	Trimble	76	--	76	x
0880 Vampire: Blood and Empire	50%	SU-13	3	Anisimova	8	--	8	x
0880 Vampire: Blood and Empire	50%	F-13	3	Metil	122	--	122	x
0880 Vampire: Blood and Empire	50%	F-13	3	Brady	18	--	18	x
0880 Vampire: Blood and Empire	50%	SP-14	3	Brady	153	--	153	x
0880 Vampire: Blood and Empire	50%	SP-14	3	Metil	35	--	35	x
1225 Cross-Cultural Representations Prison 20 th Century	50%	F-12	3	Robinson	28	--	28	x
(Covers former Soviet Union)								
1225 Cross-Cultural Representations Prison 20 th Century	50%	F-12	3	Brady	29	--	29	x
1225 Cross-Cultural Representations Prison 20 th Century	50%	SP-13	3	Brady	32	--	32	x
1225 Cross-Cultural Representations Prison 20 th Century	50%	SP-13	3	Robinson	25	--	25	x
1225 Cross-Cultural Representations Prison 20 th Century	50%	F-13	3	Robinson	29	--	29	x
1225 Cross-Cultural Representations Prison 20 th Century	50%	SP-14	3	Brady	24	--	24	x
1225 Cross-Cultural Representations Prison 20 th Century	50%	SP-14	3	Robinson	21	--	21	x
1710 Undergraduate Teacher Training	100%	SP-13	1-3	Bimbaum	1	--	1	x
1720 Undergraduate Teaching	100% 13	F-12	1-3	Bimbaum	1	--	1	x

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
<u>Slavic Languages & Literatures (SLAV)</u>								
1720 Undergraduate Teaching	100%	SP-13	1-3	Bimbaum	3	--	3	x
1720 Undergraduate Teaching	100%	F-13	1-3	Bimbaum	2	--	2	x
1720 Undergraduate Teaching	100%	SP-14	1-3	Bimbaum	4	--	4	x
1865 The Year Communism Crumbled	100%	SP-13	3	Vostruba	5	--	5	
1901 Independent Study	100%	SP-13	1-3	Bimbaum	1	--	1	x
1901 Independent Study	100%	SU-13	1-3	Duraskovic	1	--	1	x
2452 Film History/Theory 2	100%	SP-13	3	Condee	--	5	5	
2902 Directed Study	100%	F-12	1-3	Duraskovic	--	1	1	x
2902 Directed Study	100%	SP-13	1-3	Condee	--	1	1	x
2902 Directed Study	100%	SP-13	1-3	Duraskovic	--	1	1	x
3902 Directed Study	100%	F-12	1-3	Condee	--	1	1	x
3902 Directed Study	100%	SP-13	1-3	Condee	--	1	1	x
<u>Slovak (SLOV)</u>								
0010 Elementary Slovak I	100%	F-12	4	Vostruba	11	--	11	x
0010 Elementary Slovak I	100%	F-13	4	Vostruba	3	--	3	x
0020 Elementary Slovak II	100%	SP-13	4	Vostruba	5	--	5	x
0020 Elementary Slovak II	100%	SP-14	4	Vostruba	3	--	3	x
0030 Intermediate Slovak III	100%	F-12	3	Vostruba	2	--	2	x
0030 Intermediate Slovak III	100%	F-13	3	Vostruba	7	--	7	x
0040 Intermediate Slovak IV	100%	SP-13	3	Vostruba	1	---	1	x
0040 Intermediate Slovak IV	100%	SP-14	3	Vostruba	6	--	6	x
0210 Beginning Intensive Slovak	100%	SU-13	6	Stofova	--	1	1	x
0211 Beginning Intensive Slovak	100%	SU-13	10	Stofova	2	1	3	x
0380 Slovak Transatlantic Cultures (CL-ENGLIT)	100%	F-12	3	Vostruba	10	--	10	x
0380 Slovak Transatlantic Cultures (CL-ENGLIT)	100%	F-13	3	Vostruba	7	--	7	x
0400 Advanced Slovak I	100%	F-13	3	Vostruba	1	--	1	x
0410 Advanced Slovak II	100%	SP-14	3	Vostruba	1	2	3	x
0890 Slovak, Czech, & Central European Film	100%	SP-13	3	Vostruba	21	--	21	x
0890 Slovak, Czech, & Central European Film	100%	SP-14	3	Vostruba	1	--	1	x
1901 Independent Study (Slovak Tutorial)	100%	SP-13	1-3	Vostruba	1	--	1	x
<u>Sociology (SOC)</u>								
1319 Immigration in Europe	50%	SP-13	3	Crage	24	--	24	x
(Covers E. Europe)								
1500 Capstone Research Practicum	25%	F-13	3	Markoff	25	--	25	
(Covers E. Europe)								
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COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
Sociology (SOC)								
2306 Sociology of Revolution (CL-HIST)	25%	SP-14	3	Markoff	--	10	10	
(Covers E. Europe)								
2341 Social Movements (CL-HIST,PS)	25%	SP-13	3	Markoff	--	7	7	x
(Covers E. Europe)								
<i>3393 Topics in Political Sociology</i>	25%	F-12	3	Hughes	--	16	16	
(Covers E. Europe)								
Ukrainian (UKR)								
0010 Elementary Ukrainian I	100%	F-12	4	Lernatovych	2	--	2	x
0010 Elementary Ukrainian I	100%	F-13	4	Lernatovych	5	--	5	x
0020 Elementary Ukrainian II	100%	SP-14	4	Lernatovych	3	--	3	x
0030 Intermediate Ukrainian I	100%	F-12	3	Lernatovych	2	--	2	x
0040 Intermediate Ukrainian I	100%	SP-13	3	Lernatovych	2	--	2	x
0040 Intermediate Ukrainian II	100%	SP-14	3	Lernatovych	1	--	1	x
0210 Beginning Intensive Ukrainian	100%	SU-14	6	Malykhina				x
Urban Studies (URBNST)								
1901 History of Istanbul: Islamic City and Secular Society (Integrated Field Trip Abroad) (CL-HIST)	75%	SU-13	3	Chase/Haksoz	6	--	6	x
(Covers Turkish history)								
COLLEGE OF BUSINESS ADMINISTRATION (CBA)								
Business Economics (BUSECN)								
<i>1508 Key Issues Int'l Econ for Managers</i>	25%	F-12	3	Olson	28	--	28	x
(Covers Russia and E. Europe)								
<i>1508 Key Issues Int'l Econ for Managers</i>	25%	SP-13	3	Olson	17	--	17	x
<i>1508 Key Issues Int'l Econ for Managers</i>	25%	F-13	3	Olson	20	--	20	x
<i>1508 Key Issues Int'l Econ for Managers</i>	25%	SP-14	3	Olson	16	--	16	x
1510 Russia Today: Energy, Economics, Public Policy in Transition (CL-BUS) *	100%	F-14	1	Various				x
KATZ GRADUATE SCHOOL OF BUSINESS (BUS)								
<i>2019 Economics for International Business</i>	25%	F-12	3	Olson	--	3	3	
(Covers Russia and E. Europe)								
<i>2019 Economics for International Business</i>	25%	SP-14	3	Olson	--	13	13	
2300 Russia Today: Energy, Economics, Public Policy in Transition (CL-BUSECN) *	100%	F-14	1	Various				x
	15							

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
<u>KATZ GRADUATE SCHOOL OF BUSINESS (BUS)</u>								
<i>2701 Global Research Practicum: Europe (Study Abroad Course in Moscow and Samara, Russia)</i>	100%	SU-13	3	Konitzer	--	14	14	
<i>2701 Global Research Practicum: Europe (Energy-Themed Study Abroad Course in Bulgaria and Russia) *</i>	100%	SU-15	3	TBA				x
<u>SCHOOL OF EDUCATION (EDUC)</u>								
<u>Department of Administrative & Policy Studies (APS)</u>								
2106 International & Global Education (Covers Russia, E. Europe and Central Asia)	25%	F-13	3	McClure	--	15	15	x
3136 Comparative Higher Education (Covers Russia, E. Europe and Central Asia)	25%	F-12	3	Jacob	--	7	7	x
3301 Social Theories & Education in Global Context (Covers Russia, E. Europe and Central Asia)	25%	F-12	3	Weidman	--	13	13	x
3301 Social Theories & Education in Global Context	25%	F-13	3	Shafiq	--	19	19	x
3343 Comparative Education (Covers Russia, E. Europe and Central Asia)	25%	SP-13	3	Jacob	--	16	16	x
3343 Comparative Education	25%	SU-13	3	Jacob	--	12	12	x
3343 Comparative Education	25%	SP-14	3	Jacob	--	9	9	x
3343 Comparative Education	25%	SU-14	3	Jacob				x
3347 International Organization & Development of Education (Covers Russia, E. Europe and Central Asia)	25%	F-12	3	Jacob	--	14	14	x
3347 International Organization & Development of Education	25%	F-13	3	Jacob	--	12	12	x
<u>COLLEGE OF GENERAL STUDIES (CGS)</u>								
<u>Administration of Justice (ADMJ)</u>								
1234 Introduction to Cybercrime (Covers Russia and E. Europe)	25%	F-12	3	Beiber	20	--	20	x
1234 Introduction to Cybercrime	25%	SP-13	3	Beiber	37	--	37	x
1234 Introduction to Cybercrime	25%	SP-13	3	Beiber	20	--	20	x
1234 Introduction to Cybercrime	25%	F-13	3	Beiber	20	--	20	x
1234 Introduction to Cybercrime	25%	SP-14	3	Beiber	35	--	35	x
1234 Introduction to Cybercrime	25%	SP-14	3	Beiber	19	--	19	x
1236 International Organized Crime (Covers Russia and E. Europe)	25%	F-12	3	Clarke	45	1	46	x
1236 International Organized Crime	25%	F-13	3	Clarke	14	--	14	x

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
<u>SCHOOL OF LAW (LAW)</u>								
5225 International Business Transactions (Covers Russia and E. Europe)	25%	F-12	3	Brand	--	48	48	x
5225 International Business Transactions	25%	F-13	3	Brand	--	55	55	x
5266 International Investment Law (Covers Russia and E. Europe)	25%	F-12	2	Horensky	--	15	15	x
5365 Intro to Russian & Uzbek Legal Systems	100%	SP-13	2	Stepanova-Sipper	--	18	18	x
<i>5437 Intro to Russian and Ukrainian Contract Law</i>	100%	F-12	1	Horensky	--	6	6	
<u>GRADUATE SCHOOL OF PUBLIC & INTERNATIONAL AFFAIRS (PIA)</u>								
2021 Global Governance (Covers Russia and E. Europe)	25%	F-12	3	Staniland	--	51	51	x
2021 Global Governance	25%	SP-13	3	Finkel	--	16	16	x
<i>2096 Capstone Seminar: EU & the Future of Economic Regionalism</i> (Covers E. Europe)	50%	SP-14	3	Staniland	12	--	12	
<i>2096 Capstone Seminar: Terrorism</i> (Covers Russia and former Soviet Union)	25%	SP-14	3	Kenney	18	--	18	
<i>2115 Environmental Economics: Managing Natural Resources</i> (Covers Russia, former Soviet Union and E. Europe)	25%	F-12	3	Murtazashvili	1	15	16	x
<i>2115 Environmental Economics: Managing Natural Resources</i>	25%	F-13	3	Murtazashvili	--	25	25	x
2301 International Political Economy (Covers Russia and E. Europe)	25%	SP-13	3	Staniland	--	30	30	x
2301 International Political Economy	25%	F-13	3	Staniland	--	15	15	x
2301 International Political Economy	25%	SP-14	3	Staniland	2	10	12	x
2302 International Financial Policy (Covers Russia and E. Europe)	25%	SP-13	3	Maksymenko	--	19	19	x
2305 Foreign Policy and Diplomacy (Covers Russia and E. Europe)	25%	SP-14	3	Skinner	1	24	25	
<i>2324 Peacemaking and Peacekeeping</i> (Covers Southeast Europe)	25%	F-13	3	Savun	--	3	3	x
2336 Strategic Intelligence and International Security Studies (Covers Russia, former Soviet Union and E. Europe)	25%	SP-14	3	Williams	1	24	25	
<i>2340 Space and National Security</i> (Covers Russia and former Soviet Union)	25%	SP-13	3	Morgan	--	8	8	x
<i>2340 Space and National Security</i>	25%	SP-14	3	Morgan	1	14	15	x

COURSE NUMBER & TITLE (CL = cross-listed) <u>GRADUATE SCHOOL OF PUBLIC & INTERNATIONAL AFFAIRS (PIA)</u>	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
2351 <i>Espionage, Covert Action & Counterintelligence</i> (Covers Russia, former Soviet Union and E. Europe)	25%	SP-13	3	Sealy	1	30	31	x
2355 WWII, Cold War & Impact on Developing Nations (Covers Soviet Union and E. Europe)	25%	SU-13	3	Rizzi	1	15	16	x
2355 WWII, Cold War & Impact on Developing Nations	25%	SU-14	3	Rizzi		28	28	x
2363 International History (Covers Russia and E. Europe)	25%	F-12	3	Skinner	--			x
2363 International History	25%	F-12	3	Skinner	--	27	27	x
2363 International History	25%	SP-13	3	Skinner	--	27	27	x
2363 International History	25%	SP-13	3	Skinner	--	20	20	x
2363 International History	25%	F-13	3	Skinner	--	17	17	x
2363 International History	25%	F-13	3	Skinner	--	28	28	x
2363 International History	25%	SP-14	3	Skinner	--	23	23	x
2363 International History	25%	SP-14	3	Skinner	--	17	17	x
2365 Transnational Organized Crime & International Security (Covers Russia and E. Europe)	50%	SP-13	3	Williams	--	6	6	x
2365 Transnational Crime (Covers Russia and E. Europe)	50%	SP-14	3	Williams	--	12	12	x
2366 International Organizations (Covers Russia and E. Europe)	25%	SP-13	3	Rizzi	--	10	10	x
2366 International Organizations	25%	SP-14	3	Rizzi	--	17	17	x
2379 Introduction to Cyber Crimes (CL-ADMI) (Covers Russia and E. Europe)	25%	F-12	3	Beiber	--	8	8	x
2379 Introduction to Cyber Crimes (CL-ADMI)	25%	SP-13	3	Beiber	--	11	11	x
2379 Introduction to Cyber Crimes (CL-ADMI)	25%	SU-13	3	Beiber	--	11	11	x
2379 Introduction to Cyber Crimes (CL-ADMI)	25%	F-13	3	Beiber	--	13	13	x
2379 Introduction to Cyber Crimes (CL-ADMI)	25%	SP-14	3	Beiber	--	19	19	x
2379 Introduction to Cyber Crimes (CL-ADMI)	25%	SU-14	3	Beiber				x
2383 Politics of the European Union (CL-PS) (Covers E. Europe)	25%	F-12	3	Williams	--	1	1	x
2387 NATO and Alliance Management (Covers E. Europe)	50%	F-12	3	Skinner	--	7	7	x
2387 NATO and Alliance Management	50%	F-13	3	Skinner	--	11	11	x
2389 Criminal Operations Cyberworld (Covers Russia and E. Europe)	25%	SP-13	3	Ziemiak	--	9	9	x
2389 Criminal Operations Cyberworld	25%	SP-14	3	Ziemiak	2	13	15	x
	18							

COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 14/15
<u>GRADUATE SCHOOL OF PUBLIC & INTERNATIONAL AFFAIRS (PIA)</u>								
2428 State Building (Covers former Soviet Union)	25%	SP-14	3	Brick	--	16	16	
2441 Government and Politics of the Russian Federation (CL-PS)	100%	SP-14	3	Jon. Harris	--	4	4	
2442 E. Europe: Communism, Transition, Postcommunism (CL-PS)	100%	SP-13	3	Linden	--	3	3	x
2519 Institutions and Development (Covers former Soviet Union)	25%	F-12	3	Murtazashvili	--	8	8	x
2551 Gender and Development (Covers former Soviet Union and E. Europe)	25%	F-13	3	Finkel	--	20	20	x
3012 Institutions and Development (Covers former Soviet Union)	25%	F-12	3	Murtazashvili	--	3	3	x
3013 Environmental Economics: Managing Natural Resources (Covers Russia, former Soviet Union and E. Europe)	25%	F-13	3	Murtazashvili	--	5	5	

STUDY ABROAD: SCHOOL OF ARTS & SCIENCES (SAS)

(Indicates participation by University of Pittsburgh students in study abroad programs offered through external providers)

1514 Study Abroad in Cyprus	100%	SU-13	1-15	Various	2	--	2	x
1514 Study Abroad in Cyprus	100%	SP-14	1-15	Various	2	--	2	x
1519 Study Abroad in Czech Republic	100%	SP-13	1-15	Various	2	--	2	x
1519 Study Abroad in Czech Republic	100%	SU-13	1-15	Various	2	--	2	x
1519 Study Abroad in Czech Republic	100%	F-13	1-15	Various	1	--	1	x
1519 Study Abroad in Czech Republic	100%	SP-14	1-15	Various	5	--	5	x
1533 Study Abroad in Hungary	100%	F-12	1-15	Various	1	--	1	x
1558 Study Abroad in Poland	100%	F-12	1-15	Various	1	--	1	x
1558 Study Abroad in Poland	100%	SP-13	1-15	Various	1	--	1	x
1562 Study Abroad in Poland	100%	F-12	1-15	Various	1	--	1	x
1562 Study Abroad in Russia	100%	SP-13	1-15	Various	1	--	1	x
1562 Study Abroad in Russia	100%	SP-13	1-15	Various	1	--	1	x
1562 Study Abroad in Russia	100%	SU-13	1-15	Various	1	--	1	x
1562 Study Abroad in Russia	100%	F-13	1-15	Various	1	--	1	x
1562 Study Abroad in Russia	100%	SP-14	1-15	Various	1	--	1	x
1573 Study Abroad in Bulgaria	100%	F-13	1-15	Various	1	--	1	x
1576 Study Abroad in Turkey	100%	F-12	1-15	Various	1	--	1	x
1576 Study Abroad in Turkey	100%	SP-13	1-15	Various	1	--	1	x
1576 Study Abroad in Turkey	100%	SP-14	1-15	Various	2	--	2	x

Appendix 3: Project-Specific Performance Measure Forms (PMFs)

**PMFs for Project-Specific Measures for National Resource Center,
Center for Russian and East European Studies, University of Pittsburgh**

1. Project Goal Statement #1: Increase the number of students who graduate with international and area studies competencies and are prepared to enter careers and/or advanced degree programs focusing on Russia, Eastern Europe and Eurasia, including in areas of national need.		
2. Performance Measures	3. Activities	
A) Increase by 10% the number of students enrolled in REES-sponsored certificate or degree programs by the end of the grant period.	<p>A.1 Develop new credentials and program offerings to attract students in professional school fields, such as a certificate program on global energy with an option for a Russian and East European Studies track; an energy-focused study abroad program in Bulgaria and Russia; and a pedagogy-focused study abroad program in Russia for pre-service teachers.</p> <p>A.2 Explore development of a new European Studies undergraduate major, to be administered jointly by REES and Pitt's European Studies Center/ European Union Center of Excellence.</p> <p>A.3 Offer innovative short-term courses on contemporary political, economic and social developments in the REES world area, such as one-credit interdisciplinary courses on Muslims in the Balkans, Caucasus and Central Asia and study abroad courses through the SACEEE consortium with regional colleges and universities, to attract students to study of the REES region.</p> <p>A.4 Offer course development stipends to Pitt faculty for innovative new courses or enhancement of existing courses with REES-related content, in order to expand REES course offerings and attract more students from diverse departments and professional schools to the Center's certificate programs.</p> <p>A.5 Work collaboratively with diverse departments and professional schools to recruit new faculty with teaching and/or research experience in the REES world area and intensify the involvement of current faculty members with REES, in order to attract more students to the Center's certificate programs.</p>	

1. Project Goal Statement #1: Increase the number of students who graduate with international and area studies competencies and are prepared to enter careers and/or advanced degree programs focusing on Russia, Eastern Europe and Eurasia, including in areas of national need. (Continued)

2. Performance Measures	3. Activities
<p>B) Increase by 10% the number of students completing REES-focused research projects, conference presentations, and other practical experiences to build academic and career-related skills by the end of the grant period.</p>	<p>B.1 Organize annual Undergraduate Research Symposium and GOSECA Graduate Student Conference in collaboration with other Pitt units such as the European Studies Center, International Business Center, and Graduate and Professional Student Association.</p> <p>B.2 Develop interdisciplinary REES capstone courses for advanced undergraduate and beginning graduate students to enhance their skills through a semester-long research project.</p> <p>B.3 Offer undergraduate teaching and research assistantships utilizing language skills to help REES certificate students gain practical academic and career-related experiences.</p> <p>B.4 Contact administrators and faculty at regional and national colleges and universities, including minority-serving institutions and community colleges, to inform them of REES-sponsored conferences and other enrichment opportunities for students through social media, email, and print advertisement.</p>
<p>C) Increase by 10% the number of Pitt undergraduate and graduate students participating in REES-sponsored career awareness and preparation programs by the end of the grant period.</p>	<p>C.1 Offer information sessions and networking opportunities with experts through the UCIS International Career Toolkit event series.</p> <p>C.2 Develop new career preparation programs in partnership with Pitt's Office of Career Development and Placement Assistance, International Business Center, and professional schools and with regional for-profit and non-profit organizations.</p> <p>C.3 Provide organizational support for student groups, such as language clubs and the REES graduate and undergraduate student organizations, to strengthen networking opportunities for students with REES regional interests.</p>

1. Project Goal Statement #2: Increase the number of students completing advanced REES-area language courses, especially in US/ED priority languages.	
2. Performance Measures	3. Activities
<p>A) Increase student enrollments by 10% in 3rd and 4th year REES-area language courses, especially in US/ED priority languages such as Bosnian/Croatian/Serbian, Polish, Russian, Turkish, and Ukrainian, by the end of the grant period.</p>	<p>A.1 Use NRC funding to support advanced course offerings in the Bosnian/Croatian/Serbian and Turkish languages.</p> <p>A.2 Collaborate with other NRCs in the Balkan and Black Sea Language Consortium to develop and promote new intermediate and advanced courses in priority languages from this strategic region.</p> <p>A.3 Promote evening and summer intensive course options to enable students, particularly in professional schools, to fit multiple years of language study into their schedules.</p> <p>A.4 Expand extracurricular support for language students through tutoring, language conversation tables, and other events conducted in the target language.</p> <p>A.5 Contact academic advisors and ethnic student organizations across the Pitt campus to inform students (especially heritage speakers) of opportunities to pursue advanced language study.</p> <p>A.6 Contact minority student organizations, in cooperation with Pitt's Office of Affirmative Action, Diversity and Inclusion, to disseminate UCIS-created materials informing students of scholarship opportunities and connections of successful alumni to priority language study.</p> <p>A.7 Collaborate with administrators and teachers of college-bound minority students at Pittsburgh city high schools, including the Neighborhood Academy and the Russian language program at Brashnar High School, to inform students of opportunities for priority language study at Pitt.</p>

1. Project Goal Statement #3: Increase international competencies of K-16 students, especially at underserved schools, minority-serving institutions and community colleges, through outreach programs providing opportunities for experience-based learning and for study of REES-area foreign languages.

2. Performance Measures	3. Activities
<p>A) Increase by 10% the number of REES-sponsored educational and cultural outreach programs for K-12 students by the end of the grant period.</p>	<p>A.1 Provide on-site and digitally broadcast educational and cultural programs for K-12 students through the REES school visits program, including outreach to the college-preparatory Neighborhood Academy for urban low-income students and the Russian language program at Pittsburgh Brashar High School.</p> <p>A.2 Organize outreach events on campus, such as the annual "International Connections" program for minority high school students and the annual Pitt Model United Nations high school program, to inform K-12 students of the benefits of international studies and foreign language competency and study abroad.</p> <p>A.3 Inform K-12 school administrators and foreign language teachers of partnership opportunities to enhance student access to the study of REES-area foreign languages, e.g., through enrollment of high school students in the Summer Language Institute, or enrichment and tutoring programs in the schools assisted by REES students with area language proficiency.</p>
<p>B) Increase by 10% the number of K-12 schools with significant underserved (minority and/or low-income) populations participating in REES-sponsored outreach programs by the end of the grant period.</p>	<p>B.1 Work with K-12 faculty and administrators to identify specific needs of underserved populations, including at Neighborhood Academy, Pittsburgh Brashar High School and elsewhere, and to develop and expand REES-sponsored international studies and foreign language programs targeting these needs.</p> <p>B.2 Increase access and logistical support for underserved K-12 schools to host REES-sponsored outreach programs and/or bring students to programs held on the Pitt campus (e.g., by assisting schools with costs of bus transportation).</p>

1. Project Goal Statement #3: Increase international competencies of K-16 students, especially at underserved schools, minority-serving institutions and community colleges, through outreach programs providing opportunities for experience-based learning and for study of REES-area foreign languages. (Continued)

2. Performance Measures	3. Activities
<p>B) Increase by 10% the number of K-12 schools with significant underserved (minority and/or low-income) populations participating in REES-sponsored outreach programs by the end of the grant period. (Continued)</p>	<p>B.3 Inform administrators and faculty at regional K-12 schools with high minority and/or low-income student enrollments of REES-sponsored student enrichment opportunities through social media, email, and print advertisement.</p>
<p>C) Increase by 10% the number of higher education students at minority-serving institutions and community colleges who participate in REES-sponsored programs, including study abroad and study of REES-area foreign languages, by the end of the grant period.</p>	<p>C.1 Provide on-site and digitally broadcast educational and cultural programs for students at MSIs and community colleges, including those in pre-professional and STEM fields. Examples include video-conferenced lectures and roundtable discussions, and an annual international festival to be organized at the Community College of Beaver County (CCBC).</p> <p>C.2 Collaborate with program coordinator at CCBC to inform administrators and faculty at regional MSIs and community colleges of REES-sponsored student enrichment programming through social media, email, and print advertisement.</p> <p>C.3 Work with faculty and administrators at partner MSIs and community colleges to increase their students' access to REES-sponsored study abroad programs and other international education experiences, such as REES's annual Undergraduate Research Symposium, through promotion of these programs on their campuses.</p> <p>C.4 Work with faculty and administrators at partner MSIs and community colleges to increase their students' access to study of REES-area foreign languages, e.g., through promotion of scholarship opportunities for the Summer Language Institute and opportunities for students in the Pittsburgh region to cross-register for academic year language courses at Pitt.</p>

1. Project Goal Statement #4: Increase international competencies of K-16 faculty, especially at underserved schools, minority-serving institutions and community colleges, through professional development programs aimed at infusing international and REES-related content into the curriculum and learning environment.

2. Performance Measures	3. Activities
<p>A) Increase by 10% the number of REES-sponsored professional development opportunities for K-16 faculty by the end of the grant period.</p>	<p>A.1 Provide annual professional development workshops on international studies topics, including a REES-focused component, for pre-service and in-service K-12 teachers in partnership with the Pitt School of Education, other regional K-12 teacher education programs, and the UCIS centers.</p> <p>A.2 Organize the Forum on International Education and Leadership Development (FIELD) with the Pitt School of Education, other regional K-12 teacher education programs, current K-12 teachers and administrators, and the UCIS centers to promote internationalization of regional K-12 curricula and develop a course on this theme in the School of Education.</p> <p>A.3 Provide on-site and digitally broadcast professional development workshops aimed at internationalizing curricula at MSIs and community colleges in the Western Pennsylvania region (in partnership with the Community College of Beaver County) and the Nine University and College International Studies Consortium of Georgia.</p> <p>A.4 Support professional development workshops and online curriculum resources for MSI and community college faculty through the Midwest Institute for International and Intercultural Education.</p> <p>A.5 In collaboration with ASEES and other REES-area NRCs, provide conference travel and curriculum development stipends to national community college and MSI faculty to support their teaching and research on the REES world area.</p>

1. Project Goal Statement #4: Increase international competencies of K-16 faculty, especially at underserved schools, minority-serving institutions and community colleges, through professional development programs aimed at infusing international and REES-related content into the curriculum and learning environment. (Continued)

2. Performance Measures	3. Activities
<p>B) Increase by 10% participation of pre-service K-12 teachers and faculty at partner MSIs and community colleges in REES-related study and research abroad programs by the end of the grant period.</p>	<p>B.1 Provide curriculum development stipend to a Pitt School of Education faculty member for an education-themed study abroad course in the REES region for pre-service teachers, supplemented by pre- and post-program participant workshops organized by REES.</p> <p>B.2 In the final year of the grant period, partner with other UCIS centers to provide travel stipends for selected Western Pennsylvania community college and MSI faculty participants from the professional development workshop series at CCBC to attend existing study and research abroad programs.</p> <p>B.3 Collaborate with faculty and administrators at partner MSIs and community colleges to develop new REES-related study and research abroad programs targeting the needs of their faculty.</p>

1. Project Goal Statement #5: Increase understanding of Russia, Eastern Europe and Eurasia among the regional business and professional communities, news media, government and elected officials, and the general public.

2. Performance Measures	3. Activities
<p>A) Increase by 10% the number of participants in REES-sponsored business and professional community outreach programs by the end of the grant period.</p>	<p>A.1 Promote mini-courses on "Russia Today" and "Muslims in Global Context" (Balkans, Caucasus and Central Asia) to the local business and professional communities as a source of current information on economic and political issues in strategically important world regions.</p> <p>A.2 In collaboration with International Business Center and other UCIS centers, contact regional business leaders and professional organizations to identify specific needs and develop relevant on-site and digitally broadcast briefings and workshops on current developments in the REES world area.</p> <p>A.3 Contribute expert content to professional publications, such as the PA Global Compass newsletter for small- and medium-sized businesses in Pennsylvania and the World Affairs Council of Pittsburgh newsletter and website.</p>
<p>B) Increase by 10% the Center's communications with news media, government and elected officials about REES activities and resources by the end of the grant period.</p>	<p>B.1 Collaborate with Pitt's communications and governmental relations offices and other UCIS centers to develop outreach strategies to news media, government and elected officials.</p> <p>B.2 Collaborate with members of the UCIS Board of Visitors, particularly those with government or media affiliations, to enhance visibility of REES resources and activities.</p> <p>B.3 Establish a REES external advisory board, including representatives of the business, government, media and non-profit sectors, to strengthen the Center's connections with these constituencies and enhance visibility of REES resources and activities.</p>

1. Project Goal Statement #5: Increase understanding of Russia, Eastern Europe and Eurasia among the regional business and professional communities, news media, government and elected officials, and the general public. (Continued)

2. Performance Measures	3. Activities
<p>C) Increase by 10% the number of participants in REES-sponsored community outreach events by the end of the grant period.</p>	<p>C.1 Partner with community organizations including the World Affairs Council of Pittsburgh, Global Pittsburgh, leaders of regional ethnic communities, and local print and broadcast news media outlets to promote public outreach events such as the REES lecture series, cultural festivals, and Russian Film Symposium.</p> <p>C.2 Expand partnerships with regional non-profit, arts and cultural organizations (e.g., public libraries, museums, musical and theatrical groups), especially in minority and low-income communities, to develop and publicize REES-related educational and cultural events that are accessible and engaging for the general public.</p>

Appendix 4: Letters of Support



University of Pittsburgh

*School of Education
Office of the Dean*

5605 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260
412-648-1738
Fax: 412-648-1825

June 16, 2014

Lawrence Feick, Director
University Center for International Studies
4400 Wesley W. Posvar Hall
University of Pittsburgh
Pittsburgh, PA. 15260

Dear Dr. Feick,

As Dean of the School of Education at the University of Pittsburgh, I write to express my enthusiastic support for the University Center for International Studies (UCIS) centers' requests for Title VI National Resource Center and Foreign Language and Area Studies (FLAS) Fellowship program grants. The Center for Latin American Studies, Center for Russian and East European Studies, European Studies Center, European Union Center of Excellence, and Global Studies Center have all agreed to collaborate on a series of internationalization initiatives that will enrich both UCIS and the School of Education at Pitt, as well as provide important training and educational opportunities to pre-service teachers. Specifically, the centers plan to establish the UCIS Forum on International Education and Leadership Development (FIELD). The FIELD program will bring together pre-service teachers, current K-12 teachers and administrators, and teacher education faculty for a professional development program aimed at internationalizing K-12 curricula. UCIS will also utilize its considerable resources and expertise to partner with School of Education faculty to develop short-term summer study abroad courses with educational themes for pre-service teachers and provide pre-and post-program cultural workshops to aid in participant preparation and debriefing.

The centers will collaborate with the School of Education on Pitt's main campus, along with teacher education programs at Pitt's regional campuses and other Western Pennsylvania colleges, including Title III schools, to program and administer the innovative FIELD program. The first two years will consist of a series of faculty-led workshops and seminars focusing on topics and issues affecting various world regions. The third year of the program will provide stipends, library access and technological training for selected teacher participants to develop internationally focused course syllabi and curriculum units for online dissemination. In the final year of the 2014-18 Title VI grant cycle, it is anticipated that the School of Education will incorporate a new course on internationalization of K-12 schools into its regular curriculum.

While the immediate products of the FIELD program are the internationally focused curriculum units created by participants and the recognition that participating pre-service teachers receive upon completion, these are expected to lead to longer-term outcomes that include increased international and intercultural knowledge on the part of teachers and their students, as they enhance their sense of being part of a global learning community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Alan Lesgold".

Alan Lesgold, Professor and Dean
School of Education
5616 Wesley W. Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260



June 11, 2014

Lawrence Feick, Ph.D.
Director
University Center for International Studies
University of Pittsburgh
4400 Posvar Hall
Pittsburgh, PA 15260

RE: Collaboration between the Community College of Beaver County (CCBC) and the University of Pittsburgh's University Center for International Studies (UCIS)

Dear Dr. Feick,

The Community College of Beaver County is delighted to endorse the proposals of the constituent centers of UCIS (Center for Russian and East European Studies, European Studies Center/European Union Center of Excellence, Center for Latin American Studies, Asian Studies Center, Global Studies Center, International Business Center, and African Studies Program) for funding from the Title VI programs of the U.S. Department of Education. These proposals will strongly enhance our partnership and increase cooperation between these centers and the community colleges of Western Pennsylvania.

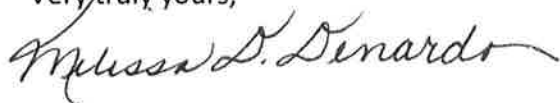
Based on the existing model of the partnership between UCIS and the Nine University and College International Studies Consortium of Georgia, we look forward to a new collaboration between UCIS and CCBC to provide a range of international experiences for community college faculty and students.

CCBC's partnership with UCIS began in the spring of 2013, when we approached the Center for Russian and East European Studies (REES) with a proposal to submit a joint application to the National Endowment for the Humanities' "Bridging Cultures at Community Colleges" grant competition. Together with the REES staff, we developed a proposal for a program that would involve joint reading-based workshops between Pitt and CCBC faculty, the development of a semester-long course for CCBC students on East European cultures, literature, history and contemporary developments, and video-conferenced discussions with East European audiences on various topics. We were very pleased to learn that NEH has agreed to fund our proposal, and we are eagerly looking forward to the start of this project in the fall of 2014.

Following upon this initial cooperation, we met again with REES and the other UCIS centers to discuss expanding our collaboration to other topics and regions of the world within the context of the Title VI programs. Through a series of meetings on both campuses and an ongoing email exchange between the various stakeholders, we agreed upon the plan of workshops and study abroad opportunities for faculty, international events for students, and other activities that the centers have laid out in their Title VI proposals. These activities would provide a tremendous boost to our efforts, which are currently in their earliest stages, to further globalize the curriculum on our campus. Furthermore, as evidenced by my participation as state chief academic officer, I am positioned to help globalize community college campuses throughout Pennsylvania. Our cooperation with Pitt stands to make us a hub of a wider curriculum globalization effort including a much larger number of Pennsylvania community colleges. Therefore, we are convinced that not only will this cooperation make a significant impact on our campus, but it will also open the way for a longer and broader partnership between Pitt, CCBC, and community colleges throughout the region and state.

We are pleased to express our support for these new collaborative initiatives. We are certain that they will provide a sound basis for the achievement of the priorities laid forth in the upcoming Title VI competitions, and we look forward to playing a key role in a new and exciting effort to globalize community college campuses.

Very truly yours,

A handwritten signature in black ink, reading "Melissa D. Denardo". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Dr. Melissa D. Denardo
Vice President for Learning and Student Success/Provost



June 5, 2014

Lawrence Feick, Ph. D.
Director
University Center for International Studies
University of Pittsburgh
14400 Posvar Hall
Pittsburgh, PA 15269

RE: Collaboration with Clayton State University and the Nine University and College
International Studies Consortium of Georgia

Dear Dr. Feick:

In 2012, the Nine University and College International Studies Consortium of Georgia entered into a partnership with the University Center for International Studies (UCIS) at the University of Pittsburgh with the express goal of expanding the range of international education offerings in Georgia. Since then, we have organized three faculty development workshops with UCIS Centers (Asian Studies Center, Global Studies Center, European Studies Center, European Union Center, and the Center for Russian and Eastern European Studies) that have involved close to 200 faculty members. Based on the success of these programs, we plan to continue our fruitful partnership in future years.

Established in 1991, the Consortium consists of six universities and colleges of the University System of Georgia. Over 81,000 students study and more than 2000 faculty members teach in the dozen universities and colleges. The consortium is dedicated to developing, coordinating, and implementing international education and foreign language projects on behalf of the participating universities and colleges. For that reason, as Director of the Consortium, I strongly endorse the proposal of the constituent centers of the UCIS for funding from the National Resource Centers Program of the U. S. Department of Education which will enhance our partnership and increase participant training with Consortia institutions.

Sincerely,

Rajgopal Sashti
Director - International Education and Programs
The Nine University and College International Studies
Consortium of Georgia
Tel: 678-960-4175 - email: RajgopalSashti@clayton.edu
www.clayton.edu

P. S. Attached to this letter is a profile of the Consortium